



# Liberia Teacher Training Program

## Rural Teacher Training Institutes (RTTI) Academic Management Manual

*Corinne Anderson, PhD. Tugaloo College*

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# MINISTRY OF EDUCATION, LIBERIA

## Rural Teacher Training Institutes ACADEMIC MANAGEMENT MANUAL

April 2015

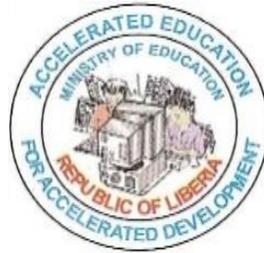


**Acknowledgements (Historical Reference)**

The Ministry of Education, Liberia gratefully acknowledges all who participated in this pioneer effort to reconstruct the Pre-service C-certificate program for Liberia. The education and training of teachers at all levels is crucial to the rebirth of our nation. Many people who are interested in the future of our nation have participated in this effort. The United States Agency for International Development (USAID) has been in the forefront of this effort in supplying resources and institutional support. Those Liberians acknowledged herein are truly among many pioneers who have worked tirelessly on this curriculum in just one more effort to improve Liberia’s educational system (historical referent, 2008).

William Akoto, ZRTTI Fisibu, Lofa County, Facilitator	J. Douglas Doe, Ministry of Education, Curriculum Division, Assistant Director for Learning
Joseph Appleton, WRTTI, Webbo River Gee County, Instructor, Language Arts	William Gizi, Ministry of Education, Margibi County
Johnson Beyan, ZRTTI, Fisibu, Lofa County, Director	Esther G. Molubah, Ministry of Education, Curriculum Division, Director for Textbooks
Mike Botchey, KRTTI, Margibi County, Instructor, Math/Science	Evelyn J. Pratt, Ministry of Education, DEO Office, Secretary
Lansana Kamara, ZRTTI, Fisibu, Lofa County, Facilitator/Principal	Comfort Summerville, Ministry of Education, School Health Division, Coordinator
Leeway Dave Karngbea, KRTTI, Instructor, Social Studies	Charles Teh, Ministry of Education Curriculum Division, Director
Wallace Kardwon, KRTTI Kakata, Margibi County, Instructor	Pandora Banks, Lott Carey Baptist Mission, Brewerville, Principal
D.Gogbah Koquoi, ZRTTI, Fisibu, Lofa County, Instructor	Della Williams, Slipway Elementary School, Teacher
Joseph Kwekwe, ZRTTI, Fisibu, Lofa County, Instructor	Mulbah B Sumo, AMEZU, Benson Street, Professor, Math
Harman Miller, KRTTI, Margibi County, Facilitator, Language Arts	Tom Wesseh, University of Liberia, Capitol Hill, Administrative Assistant, W.V.S. Tubman Teachers College
Alfred W. Quave, Salvation Army School, Registrar/Teacher	K. Yeboa-Mensah, University of Liberia, Capitol Hill, Lecturer
D. K Lay Quie, WRTTI, Webbo, River Gee County, Director	Facilitators:
John Sellu, KRTTI, Kakata, Margibi County, Director	Corinne Williams Anderson, Ed.D., LTTP Senior Technical Advisor, LTTP
Allison P.J. Smith, KRTTI, Margibi County, Instructor, Social Studies	Sayku Waritay, Program Manager, LTTP
Daniel Yekeh, Sumo Kota Public School, Lofa County, Teacher	Lynn Bowers, Educational Consultant, AED
	Rose Watts, Office Operations, LTTP

Teheseo Brohdonven, Ministry of Education Curriculum Division, Assistant Director for Curriculum	
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## Foreword

In 2006, President Ellen Johnson Sirleaf formed a partnership with The United States Agency for International Development (USAID). This partnership gave authorization to the Ministry of Education to collaborate with partners on reinstating the Rural Teacher Training Institutes. The Liberia Teacher Training Program (LTTP) is a result of this vision.

This manual is created based on Ministry of Education, Liberia approved policies and practices, since 2006. The structure of the Liberia Teacher Training Program and all related planning, implementation and evaluation components are derived from national policy.

The user is expected to be cognizant of the importance of following the organizational and structure of the Liberia Teacher Training Program, as established through the cooperative agreement, and approved by the Ministry of Education (MoE), Liberia. This is mandated in order to ensure a uniform, seamless delivery of the C-Certificate program and curriculum throughout the nation.

Reference: An Act to Adopt the Education Law of 2001, Approved January 8, 2002 And All Laws Amendatory Thereto, To Ament Certain Provisions of Chapter 26 Of The Executive Law, And To Enact In Their Stead A New Education Reform Act of 2011, Title 10, Liberian Code of Laws Revised. Approved August 8, 2011. Sections: 2.1.2n; 3.3.5(3); 3.3.8e; 6.3.6.

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# **SECTION 1: PLANNING**

## INTRODUCTION

*The planning process* for starting the academic year begins at the end of the previous years. Prior to leaving campus at the end of the school year, the academic team meets with the Ministry of Education and develops a schedule of mandatory start-up activities. This schedule is communicated to the trainers prior to their exiting the campus for the summer break.

*Recruiting trainers for the new-year* is a requirement as defined by the Deputy Minister of Education and defined process. At the end of the academic year, the Directors and Academic Deans are required to complete an evaluation of each of the current trainers. Each trainer is evaluated three times during the academic year and made aware of his/her status, with recommendation for improvement, as deemed necessary. At the end of the year, recommendations are made to the Assistant Minister of Education as to whether the current trainers should be rehired. Advertisements are written and sent out from the Office of Teacher Education

*Advertising the open positions* at the individual Rural Teacher Training Institutes. Interviews, verification of documentation and the hiring process is completed via the Office of Teacher Education.

**AN ORIENTATION TRAINING SCHEDULE** consisting of a minimum of three weeks is pre-set by the Office of the Assistant Minister for Teacher Education for the new recruits. This is to ensure that orientation to delivery of the C-Certificate program takes place prior to the beginning of the academic year. The agenda is standardized and is designed to introduce the new hires/trainers to the standardized delivery of the C-Certificate curriculum.

**RECRUITING TRAINEES** begins as early as the months of June and July. The Directors and Academic Deans meet with the Assistant Minister of Education to set the recruitment process for new trainees. The academic leadership from all of the RTTIs meets to reach a consensus on 1) the time to start the recruiting process; 2) The testing sites and testing dates for prospective trainees.

**THE TESTING COMMITTEE** is composed of representatives from each campus. The entire process: 1) Developing the screening test; 2) Setting the cut scores; and 3) scoring the screening test is monitored. The integrity of the test copies (printing, collection, scoring and storing) is done under supervision of the Assistant Minister of Education and the Office of Teacher Certification.

**SETTING THE ACADEMIC CALENDAR** is a crucial part of the early planning process. Parallel to the setting of dates is the careful attention that must be paid to the Ministry of Education approved and *required modular delivery system (in terms of clock hours)* for the C-Certificate Curriculum. The attention to details of the clock hours for each of the five curricular components is important and should be non-negotiable. This is to ensure the rigor and consistency of the delivery of the complete C-Certificate curriculum across the Rural Teacher Training Institutes.

**A PRE-SESSION FACULTY DEVELOPMENT COMPONENT** which includes all RTTI trainers is set by the Office of the Deputy Minister of Education, prior to the beginning of the academic year. The ideal is to have all of the trainers meet in a central location. This ensures consistency of start-up routines and uniformity in Ministry-approved requirements and processes for implementing the C-Certificate at each Institute.

**PRIOR TO GRADUATION**, the RTTI academic team and faculty must submit all formal grade sheets and documentation of each student's readiness *for graduation*. This is considered the first step in verifying trainees for certification.

**A POST-SESSION (CLOSE-OUT SESSION)** is included in the academic calendar year for the express purpose of having the trainers prepare final grade sheets for submission to the Office of Teacher Certification and the Assistant Minister of Education. The final session proceeds *faculty sign-out and departure from campus for the year*. The historical precedent is that the entire exit process is

conducted in the presence of the academic leadership, the Office of Teacher Certification, Ministry of Education representatives and sponsoring agencies (i.e. LTTP). Therefore this is the rationale for bringing all of the trainers together, at one site, for the final session.

*All trainers at the RTTIs submit final grade sheets and records for sign-off by the Academic Dean and Director prior to leaving for the summer.*

**ORIGINAL RECORDS ARE TO BE KEPT IN THE OFFICE OF TEACHER CERTIFICATION.** The Academic Dean and Director are responsible for maintaining duplicate files on campus.

## **PART 1: THE DELIVERY SYSTEM**

### **A. LTTP MINISTRY OF EDUCATION FINAL PRE-SERVICE C-CERTIFICATE CURRICULUM FRAMEWORK**

#### **Background**

In October 2007, the Ministry of Education approved the Professional Standards for Teachers in Liberia which described the knowledge, skills and attitudes required of Liberian teachers. In December 2007, the Ministry of Education convened a writing team to work on aligning the C-certificate curriculum with the standards. An initial team of twenty-six (26) Liberian educators worked together to produce a first draft of the revised C-certificate curriculum. The framework is based on the previous emergency C-certificate. A number of other documents were also consulted including the pre-war curriculum of the RTTIs. Curricula from other countries in Africa were also considered. The same overall C-certificate framework will be used for both the practicing teachers in the field as well as the year-long RTTI pre-service certificate. Modes of delivery and balance of content may differ across the two C-certificates.

The initial work on the Pre-service C-certificate Framework began March 14, 2008 with a different team of Liberian educators from diverse sectors and backgrounds. The group was comprised of representatives from the Curriculum Department at the Ministry of Education, Administrators, trainers and instructors from the Rural Teacher Training Institutes (RTTIs), faculty and administrators from the University of Liberia and educators from local schools and non-governmental organizations.

#### **Current Status of the C-certificate (Historical Statement)**

The Field-based C-certificate document has been reviewed both in Liberia as well as in the international arena. The findings of that review were incorporated into the draft document and the field-based C-certificate curriculum was finalized during March 2008. The first draft of the Pre-service C-certificate Framework was completed in mid-March. The framework was vetted across the nation during March and April, 2008. The findings from that review were analyzed and incorporated into a second document and scheduled for finalization in June, 2008. A two-day finalization event was held June 3<sup>rd</sup> and 4<sup>th</sup>, 2008 during which a team of Liberian educators made final recommendations for the Pre-service C-certificate Framework document. Those recommendations were incorporated for review and approval by the Ministry of Education, Liberia.

#### **Target Group**

The target group for the *Field-based C-Certificate* is practicing non-C-certificate teachers. The target group for the Pre-service C-certificate is primarily high school graduates who may have some classroom experience but are not in the teaching field and wish to become professional teachers. It is understood that there may be others who will be deemed acceptable for training by the Ministry of Education. The Ministry reserves the right to determine criteria for waivers, as deemed appropriate.

#### **Entry/Exit Requirements**

The Pre-service C-certificate candidate must meet the following entry requirements:

1. present supporting documentation of having completed high school via the WAEC certificate,
2. pass an entrance examination in mathematics and language arts; and
3. Pass an interview based on criteria established by the Ministry of Education.

The successful Pre-service C-certificate candidate must meet the following exit requirements:

1. successful completion of the courses specified in the curriculum,
2. meet continuous assessment criteria to include regular attendance, participation and overall performance and
3. successful completion of the practice teaching experience

### **Features of the New C-Certificate Curriculum**

It is considered sound practice for a curriculum to be revised every three to five years; therefore, this curriculum contains a number of new features that were not part of the previous curriculum.

- The curriculum provides a better balance between pedagogy and subject matter. A teacher who follows a course based on this curriculum will know not only what to teach, but also how to teach
- The curriculum is standards-based guided by the rationale that teaching cannot simply be reduced to a series of observable behaviors
- The curriculum is based on the realities of life and situations in Liberia. It requires the teaching of concrete concepts that reflect the relevance and reality of the work of the teacher in Liberia, rather than abstract concepts which have little bearing on the teacher's roles and responsibilities.

### **Goal**

To equip teachers with the necessary knowledge, skills and attitudes to enable them to teach effectively at the primary level

### **Organization of the Curriculum**

The curriculum for both the field-based (in-service) c-certificate and the residential (pre-service) c-certificate is organized into five main components:

1. Foundations
2. Teaching Content
3. Pedagogy
4. Child Development
5. Teaching Practice

The components are further *sub-divided into modules* which themselves consist of units. Sessions within the units are designed so that the session topics *addressed in the In-service C-certificate curriculum correlate with sessions in the Pre-service C-certificate*.

Once the sessions have been melded, where applicable, the curriculum content of the Pre-service C-certificate is expanded to cover a broader scope of knowledge, skills and attitudes. *The recommended delivery sequence for the Pre-service C-certificate is to begin with the Foundations component, which include the Basic Literacy modules.* These are essential for the candidate's professional development. The Basic Literacy modules are inclusive of strategies that can be used by the Pre-service C-certificate candidate for basic literacy development in the classroom.

### **Seamless Study Pattern**

#### **From the Pre-Service Certificate Curriculum to the Bachelor's Degree**

Dr. Joseph Korto, Minister of Education for Liberia, articulated his vision for a seamless pathway from the C-certificate to the Bachelor of Science program at the university level.

The basic tenets of a seamless study pattern were recommended for approval by a team of Liberian educators in March 2008. The team was composed of Ministry of Education personnel, Rural Teacher Training Institute administrators, trainers, and professionals from the educational community.

The basic tenets of the seamless study pattern are:

1. The modular-based approach to curriculum design for the In-service C-certificate curriculum framework should be used for the Pre-service C-certificate framework.
2. The Pre-service C-certificate curriculum unit design should have a connection to the In-service C-certificate curriculum unit design and should lend towards a direct correlation to the first year program at the Bachelor of Science degree level.
3. General Studies courses at the university level, as applicable, should be reviewed for content adaptation and inclusion in the C-certificate coursework.
4. Provisions should be made for students to have the option to test out of some basic first year courses at the university level, pending enrollment, upon successful completion of the Pre-service C-certificate.
5. Conversely, provisions and/or requirements should be made for students who are tested and deemed skills deficient to take remedial or basic preparatory college in English, mathematics, and reading courses prior to entering the degree program

### **Guiding Principles**

#### *1. Linkage between the In-service and Pre-service C-certificates*

Given the fact that a formalized curriculum framework has been approved by the Ministry of Education for both the In-service C-certificate and the Pre-service C-certificate, the curriculum content of the Pre-service C-certificate is to be viewed as a link to the In-service C-certificate. It will utilize the modules in the In-service C-certificate curriculum while providing a more in-depth and sequenced curriculum for pre-service teachers.

#### *2. Engagement of university faculty*

Given the fact that the University of Liberia is revising its Bachelor of Science degree program in teacher education, university faculty is engaged to aid in developing this curriculum to ensure quality of design. The involvement of university faculty ensures both buy-in and advocacy for a seamless transition and for opportunities to negotiate transfer of courses for credit from the Pre-service C-certificate to the Bachelor of Science degree.

#### *3. Seamless Study Pattern*

Given the fact that the Ministry of Education, the National Commission on Higher Education and the University of Liberia agree that there should be a seamless study pattern from the C-certificate to the Bachelor's degree, the rigor of the curriculum is based on this assumption. Serving as a springboard from the C-certificate to the Bachelor degree program, the courses in the Pre-service C-certificate curriculum should be developed with university input and reviewed for content in a collaboration with university faculty.

#### *4. Basic Literacy Requirement for all Trainees*

Given the fact that literacy should be a requirement for teaching, all trainees should be given a pre-assessment to determine their reading, writing, and math level proficiencies (Note:

WAEC guidelines should be reviewed and used as a basis for designing the pre-assessment instrument).

### *5. Entry-Exit Requirements*

Given the premise that the C-certificate curriculum is competency-based, all participants will be expected to take and pass a comprehensive exam upon completion of each course and complete an exit exam at the end of the training.

## **Description of Components in the Field Based and Residential C-Certificate Curriculum**

### **Types of C-Certificates**

#### **1. Field-Based (In-service) C-Certificate**

The field-based C-certificate is spread over one academic year with an initial four-week residential period followed by monthly cluster meetings and finishing with a two-week residential period. Teachers are also observed in the classroom and receive individual feedback on their strengths and weaknesses.

The possibility of including additional content for those teachers who need it through a self-access format is also currently being explored.

This version of the curriculum was informed by the results of a performance / importance survey which prioritized the standards and identified the greatest performance gaps.

#### **2. Residential (Pre-service) C-Certificate**

The residential-based C-certificate curriculum is delivered over an entire year. The curriculum design divides specified courses into weeks within a quarter. Priorities have been established for which courses would have more teaching time allocated.

Holidays should be taken into consideration when deciding on the time frame for each course component. Special attention should be given to clock hours for those courses deemed transferable to the university level (i.e., basic literacy, child development, ethics and professionalism,) to ensure acceptance by the university, should the trainee choose to pursue his/her education at the collegiate level.

All trainees are expected to take a basic literacy test. Based on the results of the literacy assessment, individualized help should be provided to help each trainee reach competency levels in reading, writing and mathematics. The Basic Literacy modules in the Foundations component have pre-tests and post-tests which are designed to aid trainees in determining their strengths and weaknesses which subsequently enhance the teaching and learning process.

### **B. PRE-SERVICE C-CERTIFICATE CURRICULUM L MODULAR OR QUARTERLY DELIVERY SYSTEM**

#### **Overview of the Modular Delivery System**

1. Courses are divided into components, modules and sessions.
2. Courses are theme-based to ensure a broader range of topic coverage.
3. Instructional delivery is based on a system that would be in alignment with the University delivery system, if the C-certificate were offered as a series of course sequences.

**FORMULA AT UNIVERSITIES: (estimations)\***

- Instructional Year = trimesters OR semesters OR quarters (approximately 24 to 30 credit hours)
- One trimester = approximately 9 to 10 credit hours
- One quarter = approximately 6 to 9 credit hours
- One semester = approximately 12 to 15 credit hours
- Three (3) credit hours = three (3) clock hours of instruction per week
- One (I) course = three (3) meetings per week on the average

**FORMULA AT UNIVERSITIES**

- Instructional Year = trimesters OR semesters OR quarters
- One trimester = approximately 9 to 11 credit hours and three (3) credit hours 3 instructional clock hours per week
- One (I) course = averages 3 meetings

**Proposed Delivery System for Pre-Service C-Certificate Curriculum**

- Foundations = 139.5 clock hours (includes 90 hours of Basic Literacy)
- Child Development = 45.0 clock hours
- Teaching Content = 82.5 clock hours
- Pedagogy = 52.5 clock hours
- Teaching Practices = 640 clock hours (Observation & Practicum = 120 hours);

Student Teaching is approximately 12 to 14 weeks.

<b>1<sup>st</sup> Module</b>	<b>2<sup>nd</sup> Module</b>	<b>3<sup>rd</sup> Module</b>	<b>4<sup>th</sup> Module</b>
<b>September - October</b>	<b>November - December</b>	<b>January-April</b>	<b>May-June</b>
		<b>Practice Teaching</b>	<b>Assessment/ &amp; Graduation/Certification</b>

**Pre-Service C-Certificate Curriculum Modular Delivery System**

1. Courses are theme-based and are divided into components and modules to ensure a broader range of topics.
2. Instructional delivery is designed to be in alignment with the University delivery system
3. Instructional hours in the chart are counted cumulatively each week to reflect the total number of clock hours taught.
4. The session plans are written to cover 90 minute sessions which exceed the average university class session (see following example of how universities schedule the clock hours to determine credit hours).

**C. SAMPLE WRTTI PRE-SERVICE C-CERTIFICATE CURRICULUM MODULAR DELIVERY SYSTEM, 2010/2011**

**Note:** WRTTI Only (completed by J.T.W., Academic Dean; sample shows how schedule is adjusted when the school year starts late due to circumstances: Note that classes were held on Saturdays to make-up time).

<b>BASIC LITERACY/ FOUNDATIONS/ CHILD DEVELOPMENT/ PEDAGOGY November/December &amp; JANUARY</b>						<b>FOUNDATIONS/ CHILD DEVELOPMENT/ PEDAGOGY DECEMBER/JANUARY</b>		
Week 1 Nov 1	Week 2 Nov 8	Week 3 Nov 15	Week 4 Nov 22	Week 5 Nov 29	Week 6 Dec 6	Week 7 Dec 13	Week 8 Dec 20	Week 9 Jan 3
MTWTFS	MTWTFS	MTWTFS	MTWTFS	MTWTF S	MTWTF S	MTWTFS	MTWTFS	MTWTFS
Registration 15.0 hours	Reading for understanding (7.5 hours)	Reading for understanding (15.0 hours)	Reading for understanding (22.5 hours)	Intro to education (7.5 hours)	Intro to education (15.0 hours)	Intro to education (22.5 hours)	Ethics and Behaviorism (7.5 hours)	Issues in education (7.5 hours)
Orientation 7.5 hours	Writing effectiveness (7.5 hours)	Writing effectiveness (15.0 hours)	Writing Effectiveness (22.5 hours)	Child development (7.5 hours)	Child development (15.0 hours)	Child development (22.5 hours)	Child development (30.0 hours)	Child development (37.5 hours)
	Math concepts & applications (7.5 hours)	Math concepts & applications (15.0 hours)	Math concepts & applications (22.5 hours)	Pedagogy (7.5 hours)	Pedagogy (15.0 hours)	Pedagogy (22.5 hours)	Pedagogy (30.0 hours)	Pedagogy (37.5 hours)
	Science for Non-science majors (7.5)	Science for Non-science majors (15.0 hours)	Science for Non-science majors (22.5 hours)	Teaching content (7.5 hours)	Teaching content (15.0 hours)	Teaching content (22.5 hours)	Teaching content (30.0 hours)	Teaching content (37.5 hours)

The second semester or second half of the school year begins the Observation & Practice Teaching.

<b>JANUARY PEDAGOGY, TEACHING IN THE CONTENT AREAS</b>				<b>JANUARY/FEBRUARY PRE-TEACHING PRACTICES/ PRACTICUM</b>				<b>FEBRUARY/MARCH</b>
	WEEK 10 January 10	WEEK 11 January 17	WEEK 12 January 24	WEEK 13 January 31	WEEK 14 February 7	WEEK 15 February 14	WEEK 16 February 21	WEEK 17 Feb. 28 & March 1
	MTWTFS	MTWTFS	MTWTFS	MTWTFS	MTWTFS	MTWTFS	MTWTFS	MTWTFS
1	Pedagogy (45.0 hours)	Pedagogy (52.5 hours)	Observation	Teaching practices (pre-teaching)	Teaching practices (pre-teaching)	Issues in education (22.5 hours)	School assignments begins	<b>FIELD</b>
2	Child development (45.0 hours)	Teaching in the content area (45.0 hours)	Observation	Teaching practices (pre-teaching)	Teaching practices (pre-teaching)	Pedagogy (40)	School assignments	<b>FIELD</b>
3	Teaching in the content area (60.0 hours)	Issues in education (15.0)	Observation	Teaching practices (pre-teaching)	Teaching practices (pre-teaching)	Teaching in the content area (67.5 hours)	School assignments begin	<b>FIELD</b>
4	Teaching in the content areas (75.0 hours)	Teaching in the content areas (75.0 hours)	Observation	Teaching Practice (pre-teaching)	Teaching Practice (pre-teaching)	Teaching in the content area (82.5 hours)	School assignments begin	<b>FIELD</b>

The entire RTTI Academic Team works with the Principal and classroom teachers to ensure that the field experiences are supervised. Model teachers are enlisted via the principal's recommendations. All parties, including the student teacher, complete required reporting forms related to the Teacher Education Program Standards (TEPS). Consistent feedback is given to the student teacher.

March – April – May-June (16 weeks)					MAY/ JUNE/			
PRACTICE TEACHING					JULY			
Week	Mon.	Tues.	Wed.	Thurs.	Friday	Saturday	Week	
18-19 March 7 & 14 <i>(15<sup>th</sup> JJ Roberts Birthdays)</i> <i>(9<sup>th</sup> –Decoration day)</i>	Field	Field	Field	Field	Field	Cohort/ Term mtg.* (teaching in the content area) (6 hours; total= 88.5 hours)	32 June13	Make-up Field Assignments EXIT EXAM/ Assessments/ Evaluations
20-24 March 21 March 28 April 4 April 11 <i>(14<sup>th</sup> Fast and Prayer day)</i> April 18	Field	Field	Field	Field	Field		33-34 June 20 June 27	Assessments/ Evaluations Scoring of Exams/ Feedback Remediation Activities
25-28 April 25 May 2 May 9 May 16 <i>(14<sup>th</sup> National Unification Day)</i>	Field	Field	Field	Field	Field	Cohort/ Team mtg. * (Teaching in the Content area) (6 hours; total =94.5 hours)	35-36 July 4  July 11	Graduation preparations/ make-up Exams  ALL GRADES DUE
29-31 May 23 May 30 June 6	Field	Field	Field	Field	Field		July 18 July 25	Graduation/ Certification Last Day on Campus/ EXIT

### Preparing the Schedule

This schedule includes at least two required team meetings of trainers, supervising teachers and pre-service teachers. RTTI Directors,

Academic Deans and Field Coordinators should reach a consensus agreement as to which weekend in the 4-week cycle is most appropriate for the Cohort/Team to meet for a refresher in the Teaching in the Content Area workshop.

**Reminder:** the Academic Deans and Field Coordinators work directly with the School Principals and classroom teachers to co-ordinate student teaching placement; all trainers supervise the students in the student teaching process.

## **PART II: RECRUITING TRAINEES**

### **A. MINISTRY OF EDUCATION RURAL TEACHER TRAINING INSTITUTES: ENROLLMENT PROCESS ( RECRUITMENT; TEST ADMINISTRATION; MARKING AND SCORING; RECOMMENDATIONS; RESERVATION) DEVELOPED JULY, 2012**

#### **2. Enrollment Process**

##### **a. Recruitment**

A recruitment team comprising the director, academic dean and faculty members visited selected recruitment sites in the various counties to create awareness on the recruitment process and delivered packages of materials (registration log sheets and flyers). Radio announcements and talk shows were also conducted in the various counties on the process. Though recruitment emphasis was placed on prospective high school graduates, high school graduates were solicited and included in the process.

- i. The Chief Education Officers (CEOs) and District Education Officers (DEOs) were encouraged to help in the process of recruiting and test site selection.
- ii. The Principals and Vice Principals for Instruction, at the various high schools were enlisted to assist RTTI trainers and serve as surrogate registrars.
- iii. At each registration site the following documents were checked in on the Registration log-sheet for EACH person coming to sit for the test:
  - a) Original copies of WAEC Certificate
  - b) High School Diploma
  - c) Health Certificate
  - d) Valid ID card

Those who were prospective graduates were to bring letters of attestation, i.e., documented proof that they were enrolled as high school seniors. With these letters, they were allowed to take the test and actual enrollment would occur pending receipt of the WAEC Certificate.

5. After the registration deadline, (a) all *registration material*, along with the *log sheets*, were collected from the registration sites, (b) a database was created by the ICT Specialist on a form that was created at the RTTI, and (c) checked by the Academic Dean of the institution of the applicants, *so as to ensure that only applicants who applied and registered could be tested.*

##### **b. Test Administration**

- i. Selection of testing sites. Testing sites were selected by the Directors and Academic Dean in consultation with the Deputy Minister for Instruction at the Ministry of Education.
- ii. On the day of the test, candidates were required to :
  - (a) *Show copies of their original documents along with a valid ID as their names were called from the print out of the Registration/log sheets.*
  - (b) Have documents verified as valid by the Registration/Site Test Administration teams and then candidates are allowed to sign-in
  - (c) *The Mathematics Test was administered and then the Language Arts Test in line with the stipulated time for the test under supervision of designated proctors.*

##### **c. Marking and Scoring**

- i. All teachers from the RTTIs were summoned to KRTTI for the process.
- ii. No teacher was allowed to mark/score a paper from his/her institution.

- iii. Marking/scoring was done on a conference style marking system.
- iv. It was suggested by the scorers and approved by the Deputy Minister for Instruction, Dr. Mator Kpangbai, that the scores be arranged by quartiles.

**d. Recommendations & Reservations**

- i. The screening process for the qualified candidate takes place at the registration level. To register, one must write a timed essay and read orally a selected paragraph. If the candidate fails to meet these two basic requirements, he/she should not be registered for the test administration.
- ii. Each RTTI should submit numbers of registered candidates to the Ministry of Education for production of test papers. Tests should only be produced for the numbers of registered candidates submitted by the RTTI administration.
- iii. The tests should have defined, pre-determined rubrics to identify the marking and scoring scheme or pattern for both the Mathematics and Language Arts/English Tests.
- iv. The Language Arts Test should definitely consider/include writing aspect of the English language: tone, content, style, grammar, etc.

**Guidelines/Protocol for Pre-Service Screening Exam – Example**

**To: Test Administrators:**

This test is for applicants to the RTTIs' pre-service C-Certificate program.

1. Test-takers must be on the vetted list of test-takers, so all names should be checked before a test is distributed to any test-taker. Test takers must match the photo provided as part of their original registration with their EO.
2. Have each participant complete an attendance sheet and sign. Test-takers should use the pencils and/or pens that they bring.
3. Each test is to last 90 minutes. The two tests in English and Math serve as both screening tests and a diagnostic tool to determine strengths and weaknesses of RTTI applicants. It will be a factor in determination of acceptance.
4. Open the exam envelopes in front of test-takers and other exam monitors. Test distributed should be counted on receipt and opening of the exam envelopes. Announce the established schedule for the tests.
5. A standard schedule for test taking should apply, such as:

9:00-9:10am	Distribute English exam and give instructions.
9:10-10:40am	First exam
10:40-10:45am	collect the first exam
10:45-11:00am	Break
11:00-11:10am	Distribute Math exam and give instructions
11:10-12:40pm	Second exam
12:40-12:45pm	collect the second exam

*The schedule determined and announced in advance of the test should be followed. If a test-taker is late, they can be given a test, but they must turn in their test when time is called for all test-takers. No extra time should be given.*

6. Test monitors should not engage test-takers at length on questions. Clarifications should only reinforce the instructions or reiterate the question itself. No explanations, elaborations or hints should be given.
7. Test-takers should be reminded that clear handwriting and neatness is important for easy scoring of the tests.
8. All tests must be collected and counted and the number of tests returned should be the full number received. All tests should be returned to the envelopes/ boxes in which they came, both blank and completed tests. Note test site on envelopes/ boxes if it is not already listed. Absolutely no tests should remain at the site.

**B. HISTORICAL REFERENT: A DESCRIPTION OF THE EVOLUTION OF THE BASIC SKILLS TESTING PROGRAM FOR PRE-SERVICE TEACHERS AT THE RURAL TEACHER TRAINING INSTITUTES (RTTIs), 2008 – 2010**

In 2008, the Ministry of Education, Liberia began the recruiting process for the first cohort of trainees at the Rural Teacher Training Institutes, since the ending of the war. The Ministry established Entry requirements for prospective candidates. The first requirement was that the applicant show certificates as evidence of having completed/passed the West African Examination Council twelfth grade examination. It soon became apparent that the majority of the applicants would not be able to produce the required certificate, at least in time for the start-up of this academic year. Many reasons were cited, i.e., 1) during the war, many records were destroyed at the WAEC office, 2) some of the applicants were recent graduates and the WAEC office administration stated that the office was at least two years behind in preparing certificates, 3) the first two factors listed here raised some concern about the possibility of fraudulent behavior in terms of applicants who might produce certificates that were not their own.

Therefore, in 2008, under Mrs. Hawa Goll-Kotchie’s (Deputy Minister of Instruction) leadership, and in collaboration with Dr. Chris Ashford, the staff of the Liberia Teacher Training Program (LTTP) facilitated a process by which a substitution for the WAEC certificate was devised. For this first cohort, the process began after a consultation with the Director of WAEC, Liberia, Tom Gaie. It was decided that candidates would be required to take and pass a Basic Literacy Exam (Basic Math Competency Exam and an English Language Skills and Comprehension Exam).

*Exit requirements for both pre-service and in-service trainees were also established. Again, at the end of the year, the Basic Skills Tests were instrumental in helping making final decisions as to which trainees should be certificated from these programs. Cut scores were established based on the post-tests. LTTP assisted the RTTI administration in administering “result” tests to those who did not meet the established scores. Final decisions were made regarding those who did not pass the test the second time. Initially, seven pre-service trainees were given letters that they would not participate in the graduation or be certified as having completed the program.*

During the graduation ceremony at Zorzor, June, 26, 2009, Minister Korto announced that those who did not pass the exit exams (either Basic Skills and/or the Comprehensive Exit Exam) would be given the opportunity to attend the upcoming two week *in-service training* and subsequently be allowed to use the results of that training as evidence of having completed the pre-service training. Guidance and technical advice was given by Corinne W. Anderson, Senior Technical Advisor to LTTP, and to the RTTI Administration, stressing the urgency of providing credible documentation of the follow-up with these trainees. Over a three month period, ( July- September,2009), LTTP’s attempts to get validation of completion of the process whereby documentation would be provided for these trainees were met with mixed results. In July, 2009, oral verification of “completion” was given by Justin Kanneh, Academic Dean, and ZRTTI who later sent information by Joshua Kpelewah on September 23<sup>rd</sup> to validate the process used. He also sent the names of the trainees who completed the two-week follow-up via the in-service sessions on campus.

**C. HISTORICAL REFERENT: PROCESS USED FOR DEVELOPING THE BASIC SKILLS TESTS (2008 – 2010) ENTRY: SCREENING OF RTTI APPLICANTS FOR THE 2009-2010 ACADEMIC YEAR**

As it did for the Basic Skills Testing Cycle, Academic Year 2008 – 2009 (the first Cohort), The Liberia Teacher Training Program facilitated the recruiting process for the Ministry of

Education and assisted in administering the Basic Skills Testing Cycle for the Academic Year 2009 – 2010 (the second Cohort. Data was collected, and “cut scores” were established using the available data on the current applicants. Applicants were accepted to the RTTIs for that academic year, based on those meeting the cut scores and above.

**Exit: Post-test and “Result” Basic Skills testing of RTTI Trainees, 2009-2010**

A Planning meeting was held on Saturday, September 26, 2009 with the RTTI Directors (Sellu, Beyan and Quie) and Academic Deans (Kweke and Poquie) to establish the following general schedule. The unanimous request of the RTTI administration and faculty is that they are given more involvement and information regarding the processes used in the Basic Skills testing. This is deemed logical in terms of capacity building and sustainability goals. A follow-up meeting was scheduled on October 10, 2009 with RTTI Test Committee members, LTTP/MCID and Liberian consultants to standardize the process for (1) scoring the exams, (2) setting cut scores and (3) standardizing procedures. Emphasis will be placed on test security. Mechanisms for LTTP facilitation and overall involvement were to be re-clarified during this work session.

**RTTI Administrator’s Suggested Post-test Schedule, Academic Year 2009 – 2010**

**October 11- 14, 2009**

LTTP will assist the MOE and RTTI personnel in securing enough copies for the Basic Skills Posttest.

**October 15-16**

LTTP personnel delivers the tests to the RTTI Director and the Academic Dean. No tests are to be sent by a third party. All tests must be signed for when delivered.

**Post-test schedule**

**1. Basic Skills Post-test Administration**

- Scheduled Test Date: October 17, 2009
- Scoring and setting of ‘cut scores’, October 18-20, 2009
- Notification to trainees or results by letter, October 19, 2009
- Scheduled Interventions/Tutoring: October 21st-31<sup>st</sup>
- ‘Re-sit’ Testing: October 31<sup>st</sup>, 2009
- Scoring: November 2-3, 2009

**Feedback Process to Pre-service Certificate Candidates (trainees)**

1. Those who fail the “re-sit” exam are written a letter and notified that they will need to leave the program ( same format as that used in June, 2008)
2. Those who fail the exam a 2<sup>nd</sup> time **exit the campus** by November 7, 2009
3. Transportation assistance for returning home should be provided to these trainees.

Rationale: These Trainees will have completed three weeks of Basic Literacy instruction in the classroom, followed by two weeks of intervention prior to the “re-sit” exams. The Basic Skills Tests are written on approximately a sixth grade level. The hypotheses is that it is unlikely that these trainees will be successful in the program based on the intensity of the program and the increasingly complexity of the reading materials in the curriculum.

**D. HISTORICAL REFERENT: TEST SECURITY (2009 – 2010)**

**Test Committee**

Each campus (Kakata, Webbo, and Zorzor) established a Test Committee composed of five (5) trainers. This Test Committee is charged with Quality Control of the testing process. On October 10<sup>th</sup>, the Test Committee met in Monrovia to plan and review processes for administering, scoring and setting cut scores. Test security was a priority in the planning. It was decided that:

Level 1: Instructors (with English and Math backgrounds) will be selected to serve as test administrators. Heads of Departments/Test Committee members are included.

Level 2: Academic Deans serve as the Chief Examiner and is charged with reviewing all tests after the trainees have submitted their answer sheets.

### **Test Administration (Day of the Test)**

1. At least three different test sites will be selected on the campus.
2. Test monitors will be advised as to the confidentiality of the testing process.
3. Tests will be numbered and trainees will sign for the test. Upon departing, trainees will return the test and sign out.

### **Cut Marking/Scoring**

1. The Test Committee meets to mark the test under supervision of the Academic Dean.
2. Papers are distributed at random for scoring.
3. The test scorers will use a “conference marking” approach to scoring the tests. That is, the test scorers will remain in the same area and call out answers to the tests as they mark, simultaneously.

### **Setting the Cut Scores**

1. The Academic Dean, cross-monitored by the Test Committee will compile a list of trainees by name and score achieved on the English and Math Posttests. A total score will also be recorded
2. The Test Committee will use the compiled list to rank the scores and use the formula to set the cut scores for the English test and the Math Test.

### **Reporting the Data**

The Academic Dean and the Heads of Departments (English and Math) will cross-check the final scores and compile a “rank order” list of all test sitters. Clarification will be made as to which trainees tested at or above the cut score and those who are below the cut score.

Data analysis should be recorded and reported to the RTTI Director. All tests, data analysis and records must be submitted to the MOE with a copy to LTTP. ALL tests must be accounted for and returned to the Program Manager, LTTP, unless directed otherwise by the Ministry of Education.

**SAMPLE AGENDA FOR MEETING(S) OF THE RTTI TEST COMMITTEE**

Date: September \_\_\_\_\_

Venue: **BASIC SKILLS TESTING CYCLE, ACADEMIC YEAR, 2008-2009 (THE FIRST COHORT)**

Facilitator: LTTP Staff

Purpose: Meeting of the RTTI Test Committees

**Objective:** To reach consensus on the process for administering, scoring and setting cut scores for the Basic Skills Posttest, AY 2009- 2010

**AGENDA**

OPENING/PURPOSE OF THE WORK SESSION

HISTORICAL REFERENT TO THE BASIC SKILLS TESTING IN LIBERIA

GUIDELINES/PROTOCOL FOR PRE-SERVICE BASIC SKILLS POSTTESTS

TEST SECURITY ISSUES

ADMINISTERING THE TESTS

SCORING THE TESTS

PROCESS FOR SETTING CUT SCORES

DOCUMENTATION AND REPORTING PROCESSES

REPORTING TO TRAINEES

REPORTING TO THE MINISTRY

SHARING REPORTS WITH LTTP

OTHER ISSUES

**NOTE:** IT IS STRONGLY RECOMMENDED THAT THE TEST COMMITTEE SCHEDULES QUARTERLY MEETINGS, UNDER THE GUIDANCE OF THE MINISTRY OF EDUCATION, OFFICE OF TEACHER CERTIFICATION, AND THE SPONSORING AGENCY (USAID/LTTP). THIS SHOULD BE DONE EACH PROGRAM YEAR UNTIL SUCH TIME AS MoE DEEMS THE TEST COMMITTEES UNNECESSARY.

Referent: 10/09 c.w.a.

## **PART III: RECRUITING AND TRAINING OF THE TRAINERS**

### **A. LTTP TRAINING THE TRAINER/ RECRUITMENT AND CERTIFICATION OF TEACHERS/TRAINEES REFERENCE: ( ASST. MINISTER MUSU DIXON), DEC. 10, 2009)**

#### **Recruitment of Teachers/Trainers for Pre-Service and In-Service**

The process of recruitment for Teacher Education programs is spearheaded by the County Education Officers (CEOs) through the District Education Officers (DEOs). It is the duty and responsibility of various DEOs to first carry out needs assessment surveys in all of the public schools in their respective District to determine the number of teachers/trainees needed for In-Service and Pre-Service, per school, in each District.

#### **Pre-Service Teacher Training and Recruitment**

The process of recruitment for Pre-Service training should take the following into consideration:

- Gender
- Age not more than 40 years
- Physical fitness/health-related issues
- High School graduate with WAEC Certificate and High School Diploma
- Able to pass a placement test for admission to the RTTIs
- Mental alertness (i.e. demonstrated ability for general mental health)
- Willing to take county assignment from the county he/she is recruited.
- Fluent in speaking the English language.
- Interested in the teaching profession.
- Demonstrated moral character and;
- Willing to abide by teaching ethics in consonance with the Liberia Teaching Code of Conduct.

#### **The Process**

The process begins with an invitation (verbal or written announcement) to interested candidates to apply. Additionally, the various District Education Officers (DEOs), principals, and Parent Teacher Associations (PTAs) should encourage potential teachers or graduates with WAEC Certificates to take advantage of the training program. This is important because it is the principals and PTAs are the ultimate beneficiaries of the training program.

#### **In-Service Teacher Training**

In-service teacher training involves untrained or minimally trained teachers who are currently in the classroom but need proper training to enhance quality performance. In this situation, the principal recommends the teacher for training, with the understanding, that he/she will return to the school that recommended him/her. In-service teachers who complete the training also receive a “C” certificate (Referent: Mark Sweitzer, Academy for Educational Development).

#### **Certification**

The Certification Office is headed/monitored by the Deputy Minister for Instruction with Assistance from/by his/her designees and other stakeholders in education.

1. The Certification Office /Deputy Minister of Instruction should be *solely responsible* for printing certificates and issue them through the Bureau of Teacher Education

2. The Certification Office/Deputy Minister of Instruction should *be given a record of every successful candidate's documents (to include high school graduation and C-certificate curriculum completion)*. Prior to graduation, a complete listing of candidates for graduation should be forwarded to the Office of Teacher Certification so that the C-Certificate can be prepared for issuance.
3. The Certification Office/Deputy Minister of Instruction should *maintain files of all certificated persons and be able to search for documents of graduates who have completed certification requirements*.

### **Hiring/Replacement in Public School Districts**

Following graduation, the teachers are certificated with C-Certificate in elementary education. *Pre-service teachers* who were recommended by the RTTI director and academic dean (via letters and documentation) various principals and PTAs are immediately employed by the Ministry of Education through the County Education Officer. With respect to the *in-service teachers*, who complete training and receive C-Certificates, there should be a written agreement that they shall retain their salaries while on training, with the understanding that upon graduation, they will return to their respective schools to teach. In the very near future, consideration is being given to include private school teachers who want to be trained because the common goal is to better educate Liberia's children.

### **B. TRAINING OF THE TRAINERS PRE-SERVICE C-CERTIFICATE RURAL TEACHER TRAINING INSTITUTES, JUNE 9 -20, 2008) NEWLY-HIRED: SAMPLE WORKSHOP GOALS AND OBJECTIVES**

### **SAMPLE WORKSHOP GOALS AND OBJECTIVES**

**Overall Training Goal:** To provide training for prospective and/or newly-hired Ministry of Education RTTI personnel, on the proposed Pre-service C-Certificate curriculum and related educational concepts, applications, and practices.

**Objectives:** At the end of the workshop, participants will gain a working knowledge of:

- The Pre-service C-certificate curriculum with emphasis on the connection to the In-Service C-certificate
- Foundations and principles of child development, and pedagogy as precursors to effective teaching and learning
- A variety of strategies in pedagogy and andragogy will be introduced to trainers to work with adult students, including action research, journaling and collaborative teaching strategies
- Strategies to promote respect, responsibility and diversity in the classroom, including how to address issues of gender equity, human rights, peace education, and positive relationships
- Strategies to promote cooperative and collaborative teaching and learning
- Meta-cognitive strategies, reflective teaching and learning strategies to inspire self-reflection and an awareness of teaching and learning styles ('The Teacher as Scholar and Life-long Learner')
- A repertoire of child-centered teaching methods that promote active learning, collaboration, problem-solving, and critical thinking skills
- Project-based Learning, continuous assessment methodology, and the use of rubrics and program evaluation principles and practices
- Opportunities to apply content knowledge to student-centered teaching strategies so that they will leave with their own sample lesson plans;
- Reflective teaching practices, to include peer, staff and self-review of lessons generated from demonstrations of their lessons in a micro-teaching environment
- How to expand their roles as trainers beyond the classroom through creating and reflecting on curricula, learning growth and community building.

**C. LIBERIA TEACHER TRAINING PROGRAM ORIENTATION AND PRE-PLANNING MEETING  
FOR THE ACADEMIC YEAR 2011-2012: SAMPLE 5-DAY WORKSHOP**

**AUGUST 29 - SEPTEMBER 2, 2011**

**SITE: KAKATA RURAL TEACHER TRAINING INSTITUTE (RTTI)**

FACILITATORS: SENIOR TECHNICAL ADVISOR, LTTP; PROGRAM MANAGER, LTTP/MCID

**Overall Goal**

- Review and reach a common understanding of a systematic delivery system for an established and/or approved program of study
- Focus on orientation to the concept that everything connects ( planning, implementation, evaluation and roles ) of faculty, staff, trainees and administration
- Clarify the commonalities and variances in an evaluation plan and an assessment plan for the Pre-service "C" Certificate program
- Focus on formative and summative evaluation in the Pre-service "C" certificate program
- Observe pedagogical skills of trainers in pairs and groups

**Objectives (EXAMPLE)**

- To examine the delivery system for cohort 4 of the Pre-service "C" Certificate program at the Rural Teacher Training Institutes including:
  - Days and clock hours
  - Teacher assignments & rotational system
  - Rotation of trainers
  - Tutoring schedule
- To focus on Basic Skills test preparation and exit requirements
- To clarify the process for formative evaluation of trainees and portfolio development as a part of the formative evaluation process
- To review the process for collection, sorting, editing and writing the questions for the comprehensive examination test bank
- To provide opportunities for trainers to demonstrate knowledge and teaching skills and to review existing curricula
- To review formative and summative feedback mechanisms to assess trainer and trainee progress throughout the academic year , 2011 – 2012

**DAY 1: ORIENTATION & PLANNING**

"YOU MUST SET FORTH AT DAWN" - Wole Soyinka

POWERPOINT: "AN AWESOME DAY"

8:30 - 9:00 In-gathering/ Registration

All Teachers /Trainers must sign-in with their respective Academic Deans

9:00 - 9:20 Opening

Opening Remarks

Mr. Shadrach Kerls, Director, Teacher Education

Invocation

Overview of TOT Objectives

Ground rules /Parking Lot Clarification /Ice-breaker

9:20 - 11:00 Anticipatory Set: WHAT DO YOU REALLY KNOW ABOUT PRE-SERVICE TEACHING?

11:30 - 1:00 ORIENTATION: ROLES AND RESPONSIBILITIES: who is in "charge"?

LUNCH

2:00 - 3:00 PLANNING TO PLAN Grade books, Log books, documentation

3:00 - 3:30 Questions/Answers Evaluation of the day

**DAY 2 IMPLEMENTATION/DEMONSTRATION**

8:30 - 9:00 In-gathering/Registration

9:00 - 9:20 Opening Mr Ted Brown

Opening Remarks Invocation Ground rules /Parking Lot Clarification /Ice-breaker

Feedback Goals of the Day

9:30 - 11:30 Dr. Corinne Anderson, Senior Technical Advisor,  
LTTP/MCID

Administration of the Basic Skills Tests (Teachers/Trainers actually take the tests)

LUNCH BREAK

1:00 - 2:30 Scoring the Basic Skills Tests

2:30 - 4:00 Group Preparation for Implementation: Demonstration Lesson

**DAY 3 FIELD EXPERIENCE/& EVALUATION**

PowerPoint: The Invisible Staircase

8:30 - 9:00 In-gathering/Registration

Ground rules /Parking Lot Clarification /Ice-breaker Feedback Goals of the Day

9:00 - 9:20 Opening Mr Joseph Kwekwe, Academic Dean, WRTTI

9:20 - 11:30 Anticipatory Set: The 5W +H Approach to Review & Questioning  
BREAK

11:30 - 1:00 Group Demonstration; Session 2

LUNCH

2:00 - 3:00 Establishing feedback mechanisms and action planning  
Summary of Outputs and Recommendations

3:00- 3:30 Evaluation

**DAY 4 EVALUATION & GRADING**

**"WHICH** CAME FIRST? THE CHICKEN OR THE EGG??

POWERPOINT: THE PARADOX OF OUR TIME

8:30 - 9:00 In-gathering/Registration

Opening Mr Justin Kanneh

Opening Remarks Mr. Martin Poquie, Academic Dean, KRTTI

Invocation Overview of TOT Objectives

Ground rules /Parking Lot Clarification /Ice-breaker/ Feedback Goals of the  
Day

--- Academic Dean, ZRTTI ---

9:00 - 9:20 Mr Richard Goodlin Anticipatory Set:

9:30 - 11:00 WHAT DO YOU REALLY KNOW ABOUT GRADING FAIRLY,  
AND JUDICIOUSLY?

Document of the Day: Final Grade Summary Form

11:30 - 1:00 Establishing feedback mechanisms and action planning

2:00 - 2:30 WHAT IS THE PURPOSE OF IT ALL? WHERE DO WE GO  
FROM HERE?

Summary of Outputs and Recommendations

2:30 -3:00 General Housekeeping Evaluation Workshop  
Closure

**DAY 5: EVALUATION & GRADING**

**"WHICH** CAME FIRST? THE CHICKEN OR THE EGG?

POWERPOINT: THE PARADOX OF OUR TIME

8:30 - 9:00 In-gathering/Registration

Opening Mr Justin Kanneh

Opening Remarks Mr. Martin Poquie, Academic Dean, KRTTI

Invocation Overview of TOT Objectives

Ground rules /Parking Lot Clarification /Ice-breaker/ Feedback Goals of the Day

--- Academic Dean, ZRTTI ---

9:00 - 9:20 Mr Richard Goodlin Anticipatory Set:

9:30 - 11:00 WHAT DO YOU REALLY KNOW ABOUT GRADING FAIRLY, AND JUDICIOUSLY?

Document of the Day: Final Grade Summary Form

11:30 - 1:00 Establishing feedback mechanisms and action planning

2:00 - 2:30 WHAT IS THE PURPOSE OF IT ALL? WHERE DO WE GO FROM HERE?

Summary of Outputs and Recommendations

2:30 -3:00 General Housekeeping Evaluation Workshop

Closure

**D. PROFESSIONAL DEVELOPMENT WORKSHOP FOR MOE EDUCATION OFFICE  
(AGENDA) : EXAMPLE**

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**Date:** August 19, 2011

**Subject:** Ministry of Education and LTTP Planning Meeting

**Topic:** Planning Session for Opening Activities for the Academic Year, 2011-210

**Participants:** Bureau of Teacher Education, Certification and Accreditation, RTTI Directors, LTTP team (Pre-service, Early Grade Reading, In-service)

**Facilitators:** Ministry of Education, Pre-service Team Leader, LTTP, Senior Program Manager, LTTP

### AGENDA

1. **Academic Calendar I, 2011-2012**
  - a. Opening Training of the Teachers: August 29- September 2; New teachers & 2<sup>nd</sup> year teachers
  - b. Early Grade Reading Course /Introduction of course /Training : Sept 5- 9; all teachers
  - c. Staff Development: Orientation/Policies and Procedures ( all faculty, administrative support staff, LTTP employees)
  - d. Follow-up training schedules for EGRA delivery system/methodology
2. **Facilities and Space Management (RTTIs)**
  - a. Venue for opening training ( KRTT)
    1. Housing, food, transportation,
  - b. Housing and office space ( Early Grade Reading Specialists; Early Grade Math Specialists; Education Specialists; ICT Specialists; Operations Specialists)

### DISCUSSION ITEMS:

#### 1. Modified Delivery System

- a. Integration of course in Early Grade Reading /Training/ Proposed follow-on activities
- b. Expansion of Developmental/Remedial/Tutorial Reading , Writing, Math for Trainees
- c. Content Areas/Subject Areas Revisions /Integration
  - i. Supplements to address deficits in the existing C-certificate Curriculum
  - ii. Cross-referencing the content in the national curriculum
  - iii. Integration of teaching reading across the content areas ( grades 4 –6)

#### 2. Policies and Procedures

- a. Processes for Placing Trainees at the RTTIs
- b. Review of pass-fail scores by counties/cross-validation of scores
- c. Registration and accountability processes, I.D. cards, etc.
- d. Faculty and Staff Handbook; Student Handbook

08/19/'11 c.w.a.

### F. DAILY LESSON PLANNING

Note: TRAINERS ARE REQUIRED TO DEVELOP A LESSON PLAN FOR EACH SESSION, USING THE PRESCRIBED C-CERTIFICATE CURRICULUM. THE LESSON PLANS ARE TO BE TURNED IN TO THE ACADEMIC DEAN EACH WEEK. THE ACADEMIC DEAN ISTO KEEP A FILE ON EACH TRAINER.THIS BECOMES PART OF THE TRAINER'S EVALUATION.

#### Performance Indicators

##### Trainees will:

1. Identify the format and parts of a lesson plan
2. Recognize and use the three ABC stages of a lesson plan
3. Analyze strategies for lesson planning

4. Begin to write a lesson plan modeling the format given

**Length** 90 minutes

- Materials**
1. Handout 9.2.6/1: Lesson Plan Format and Explanation
  2. Handout 9.2.6/2: Sample English Language Lesson Plan

- Before class Preparation**
1. Write the chart for Activity 1 on the chalkboard.

TIMING / AIMS	STAGES
0 Introduction to the topic / Pair work on KW(L)	<p><b>1. Pair Work: KWL chart on lesson planning (10 minutes)</b> Write a KWL chart on the board and remind trainees how to use it. In pairs, trainees complete what they know (K) about lesson planning and what they want to know (W). The L portion is left to be completed in the consolidation phase of the session.</p>
10 Trainees will report work to confirm understanding	<p><b>2. Report Work: KWL chart (10 minutes)</b> Ask different pairs to report their answers to the class for the first two columns (K,W). Complete the sample KW portion of the chart on the board.</p>
20 Trainees will receive preview	<p><b>3. Preview: Lesson planning (2 minutes)</b> Inform trainees that <i>they are going to be introduced to the lesson plan format which they are expected to use daily to plan lessons, and on which their lesson plans will be scored as a "C" Certificate assessment.</i></p>
22 Review lesson plan format	<p><b>4. Building knowledge: lesson plan format (33 minutes)</b> Have trainees turn to <i>Handout #1: Lesson Plan Format &amp; Explanation</i> and ask them to review the parts in pairs, reading the description on the right.</p> <p>Explain parts of the lesson plan that seem particularly challenging using Q/A to assess trainees' understanding of the handout. Supplement trainees understanding of the ABC phases by offering examples of phases used in sessions taught during the "C" Certificate training and having trainees give examples of these phases from their own classrooms.</p>
55 Strategy for Lesson Planning	<p><b>5. Presentation: strategies for effective lesson planning (10 minutes)</b> Inform trainees that this lesson plan is based on a participatory classroom. So, it is essential to know certain Strategies for Effective Lesson Planning (discuss these as you write them on the board):</p> <ol style="list-style-type: none"> <li>1. Be familiar with the materials in the curriculum.</li> <li>2. Proper planning of lessons requires you to have a medium range plan.</li> <li>3. Do not change the plan format.</li> <li>4. Prepare materials ahead of time, including poster sheets.</li> <li>5. The new participatory teaching methods are important but require more time to plan and carry out.</li> <li>6. Remember, the three phases flow into each other</li> </ol>
65 Review Sample Lesson Plan	<p><b>6. Group Work: Sample Lesson Plan (15 minutes)</b></p>

	<p>Distribute <i>Handout 9.6.2/1: Sample Lesson Plan</i> on English Language. Have trainees read through the handout in groups and come up with (A) one question and (B) one observation on the lesson plan.</p> <p>Ask for groups' questions and observations and use the input to check on and create understanding of 92. Then explain the parts of the sample lesson plan that have not been discussed, emphasizing the "ABC" concept.</p>
<p>80 Review and Reflection / Complete L on KWL chart</p>	<p><b>7. Summary: KWL Chart (10 minutes)</b></p> <p>Have trainees reflect on this session by completing the 'What I learned' (L) portion of the KWL chart.</p> <p>Solicit answers and write them on the board in the third column.</p>
<p>School work</p>	<p><b>8. Future Lesson Planning</b></p> <p>Ask trainees to use the format on <i>Handout 9.6.2./3</i> to plan lessons in their schools</p> <p>Inform trainees that some lesson plans in their respective schools will be evaluated by LTTP Trainers during cluster field-based training visits as part of the overall assessment for the "C" Certificate.</p>

**DAILY LESSON PLANNING (CONTINUED)**

**Handout 9.2.6/2: Sample Lesson Plan**

(Alternate format: Trainers use it to teach trainees to use in the field)

Teacher: *Leroy Gono*

School: *JW Pearson Elementary*

Subject: *English Language*

Topic: *Using Verbs Correctly*

Grade: *3*

Duration: *45 minutes*

Date: *27<sup>th</sup> September 2008*

Objectives:

*able to: 1) properly use the following verbs with pronouns and nouns (study, walk, describe people's actions using the present continuous tense*

T= student SS= students

Materials:

*1) Poster with drawings of a boy/girl eating, washing, selling and studying, 2) similar posters but with given verbs in the present continuous written below*

Time	Aim/ Interaction (T-SS)	What teacher does	What students do
<b>ANTICIPATION (A)</b>			
5 min	<i>Focus students on new topic (action verbs) T-SS</i>	<i>Ask brainstorming questions on activities both at school and at home</i>	<i>Answer questions using action verbs</i>
<b>BUILDING KNOWLEDGE (B)</b>			
5 min	<i>1. Introduce and identify key verbs to know T-SS</i>	<i>1. Place poster #1 on board and asking learners to identify the actions illustrated</i>	<i>1. Take turns to orally identify actions on the poster</i>
10 min	<i>2. Presentation of present continuous to describe actions happening now. T-SS</i>	<i>2. Read the poster #2 with sentences in the present continuous</i>	<i>2. Repeat after the teacher</i>
<b>CONSOLIDATION (C)</b>			
10 min	<i>1. Provide guided pair work practice (T) S-S</i>	<i>1. Give instructions and monitoring pair work</i>	<i>1. In pairs, learners take turns reading the sentences with different pronouns</i>
10 min	<i>2. Provide practice and sharing of work SS-SS</i>	<i>2. Call up pairs to demonstrate sentences and monitoring behavior of class</i>	<i>2. Pairs demonstrating sentences in front of class</i>
5 min	<i>3. Evaluate SS</i>	<i>3. Give assignment to write one of the sentences</i>	<i>3. Write sentences to prove learning</i>

## Handout 9.2.5/1: Lesson Objectives

### A. Writing Useful Lesson Objectives

A good objective will clearly tell the purpose of the lesson. It should be stated as an action verb, indicating what the students “will be able to do” as a result of the lesson.

Useful objectives must:

1. Ask learners to use the information/skill they've learned.  
It is important for learners to not just know information, but to know how to *use* what they learn in school in their lives.
2. Be measurable  
Because we can't know what happens inside a student's head, it is important to write objectives that describe tasks that we can *see*, *hear*, or *hold* in our hands.
3. Be specific  
Teachers can write objectives that describe what the students will know and do by the end of the year or the marking period to be included in their mid-term plans. But, in the lesson plan, tell exactly what learners will do by the end of *this* lesson.
4. Be achievable in one lesson.  
Teachers need to plan carefully so that their objectives are small enough that they can be completed in a single lesson, so they can say if the lesson succeeded or not.

The number of objectives in each lesson depends on the content and the learners: a 45-minute lesson may have 1, 2 or 3 objectives, especially if the teacher includes social skills that are to be practiced during the lesson. It is good to tell learners what they will do in the lesson and why the new information is important. Sharing objectives can be a useful way of doing this.

### B. Sample Verbs for Writing Objectives

<b>1. Knowledge</b> Can students remember information?	list, tell, define, identify, label, locate, recognize, describe, match, name, copy, state, choose
<b>2. Comprehension</b> Can students understand the material?	explain, illustrate, describe, summarize, expand, convert, measure, re-tell, paraphrase, rewrite, understand, discuss, generalize, give examples
<b>3. Application</b> Can students use the information in another situation?	demonstrate, apply, use, solve, choose appropriate procedures, modify, operate, prepare, produce, construct, mind map, outline, develop, teach, predict, connect
<b>4. Analysis</b> Can student analyze information?	analyze, debate, differentiate, generalize, conclude, organize, breakdown, dissect, diagram, separate, subdivide, relate, classify, compare, contrast, distinguish
<b>5. Synthesis</b> Can students use the information to create something new?	create, combine, plan, design, produce, compile, develop, compose, devise, modify, organize, rearrange, reconstruct, adapt, collaborate, combine, create, develop, make a rule, predicts, invent, plan
<b>6. Evaluation</b> Can student judge the information?	judge, evaluate, conclude, contrast, develop criteria, appraise, criticize, support, decide, compare and contrast, justify

**F. RURAL TEACHER TRAINING PRE-SERVICE RURAL TEACHER TRAINING INSTITUTES  
PRE-SERVICE TEACHER TRAINING OF THE TRAINERS (TOT) CLOSE-OUT SAMPLE AGENDA**

\* This activity is MoE-institutionalized and is mandatory at the end of each year.

**RURAL TEACHER TRAINING INSTITUTES PRE-SERVICE TEACHER TRAINING  
OF THE TRAINERS (TOT) CLOSE-OUT  
AUGUST 2- AUGUST 6, 2011  
SITE: LTTP COMPOUND, 4<sup>TH</sup> FLOOR, SEKOU TOURE BLVD, U.N. DRIVE  
MONROVIA, LIBERIA**

**GOALS:**

**Overall Goal**

- To close out the academic year with all necessary documents to document the grading process used during the academic year
- To assess the implementation strategies used by the trainers ( formative and summative evaluation in the Pre-service “C” certificate program)
- To evaluate the delivery system , the assessment system and trainer performance on each campus during the entire academic year, 2010-2011
- To begin the process for establishing and strengthening science laboratories at the Rural Teacher Training Institutes
- To begin producing new materials ( supplementary until a new MoE curriculum is in place) for Science

**Objectives**

- Review the Basic Skills test preparation, placement and exit requirements
- Review the process for formative evaluation of trainees and portfolio development as a part of the formative evaluation process and produce documentation
- Review the process for collection, sorting, editing and writing the questions for the comprehensive examination test bank
- Assess the effectiveness of the Study Guide , tutoring, interventions and re-sitting exams
- Review formative and summative feedback mechanisms to assess trainer and trainee progress throughout the academic year , 2010 – 2011
- Examine the MoE Science Curriculum, grades 1 – 6, as currently in place
- Plan and execute a science lesson from the curriculum
- Use technology ( computers) to view various science education sites designed to help teachers write and implement science lesson plans ; search for and compile science lessons

## **E. RURAL TEACHER TRAINING PRE-SERVICE CLOSE-OUT ZRTTI: SAMPLE AGENDA**

DAY 1: AUGUST 2, 2011

8:30 – 9:00 In-gathering/Registration

All Trainers must sign-in each morning and afternoon to receive stipend (or salary)

9:00 – 9:20 Opening Invocation & Opening Remarks:

MoE, Bureau of Teacher Education, Accreditation and Certification

Overview of TOT Objectives

General Housekeeping/Ground rules /Parking Lot Clarification /Ice-breaker

9:20 - 11:00 Anticipatory Set: Document of the Day: Summary Grade Sheets

**BREAK**

11:30 – 1:00 Review of Standardization/Accountability Processes

**LUNCH**

2:00 – 3:00 **GROUP ACTIVITY** : Collecting and preparing records for accountability  
And documentation purposes; certification processes

1. Summary Grade Sheets

Rubric for National Professional Standards for Teachers in Liberia

2. Observation and Evaluation Forms

Grade books and anecdotal records on students in each class

3:00 – 3:30 Questions/Answers/ Evaluation of the day

Materials needed: Summary Grade Sheets, NTPS Rubric/Evaluation sheets,  
Faculty's Grade Books, Students' files

DAY 2 **CERTIFICATION**

8:30 – 9:00 In-gathering/ Registration Opening Remarks

9:00 – 9:20 Computation/Compilation of Files for Certification Ground rules Goals of the  
Day

9:20 – 11:00 Anticipatory Set: ARE YOU SMARTER THAN A FIFTH GRADER?

Document of the Day: Summary Grade Sheets for each class taught/Trainers

11:30 – 12:00 Evaluating Stages of the Test Development Process/Test Development  
Committee

Collection, Sorting, Categorizing, Editing/Rewriting, Review, Processing, Final Review

1:00 – 3:30 Sign-in; Compilation of Grades and Record Sheets ;

Assessment of Student Records by Components ( Group Activity)

3:30 – 4:00 Assignments/ Evaluation of the Day

DAY 3: IMPLEMENTATION/DEMONSTRATION

8:30 – 9:00 In-gathering/Registration

LIBERIA TEACHER TRAINING PROGRAM (LTTP)

Rural Teacher Training Institutes (RTTI)

ACADEMIC MANAGEMENT MANUAL

9:00 – 9:20 Opening: Opening Remarks Invocation Ground rules /Parking Lot Clarification /Ice-breaker Feedback Goals of the Day

9:30 – 10:30 (Sheku Dakoi) Anticipatory Set: “Science for Teachers: MAKING THE CONNECTION”

Documents of the Day: MoE Curriculum for Science, Grades 1 – 6

Lesson Plans & Interactive teaching & learning Materials development

Assessment Strategies for Teaching Science

11:30 – 1:00 *Establishing feedback mechanisms and action planning*

Preparing the classroom environment for interactive science activities

Summary of Outputs and Recommendations

2:00 – 4:00 Computer Activities

Researching Interactive Sites for Teaching Science in the elementary grades

4:00 – 4:15 Evaluation

DAY 4 FIELD EXPERIENCE/& EVALUATION

8:30 – 9:00 In-gathering/Registration Opening Remarks Invocation

9:00 – 9:20 Opening Ground rules /Parking Lot Clarification /Ice-breaker  
Feedback Goals of the Day

9:20 – 11:30 Anticipatory Set:

Principles of assessment and evaluation in the Pre-service Program

11:30 – 1:00 Group Activity: Rubric for assessing the National Professional Standards for Teachers in Liberia

2:00 – 3:00 Comprehensive Exam Review

(Strengths & weaknesses, edits, revision of formats, etc.)

Evaluation/ Summary of Outputs and Recommendations

3:00- 4:00 Wrap-up and Closure

**DAY 5 FIELD EXPERIENCE/& EVALUATION**

**Registration**

**In-gathering** Opening Remarks Invocation

8:30 – 9:00 **Opening**

Ground rules /Parking Lot Clarification /Ice-breaker Feedback

Goals of the Day

9:00 – 9:20 **Anticipatory Set:**

**READING IN THE CONTENT AREAS: WHAT DO YOU REALLY KNOW ABOUT TEACHING READING????**

9:30 – 11:00 **Document of the Day:**

LIBERIA TEACHER TRAINING PROGRAM (LTTP)  
Rural Teacher Training Institutes (RTTI)  
ACADEMIC MANAGEMENT MANUAL

Final Grade Summary Form Peer Review

Final Grade Summary Form Peer Review

11:30 – 1:00 Establishing feedback mechanisms: Accountability and self-evaluation – THIS TOO, IS LIBERIA

Feedback on Program Evaluation done by trainees  
Feedback on Faculty Evaluation done by trainees

2:00 – 2:30

2:30 – 3:30 **WHAT IS THE PURPOSE OF IT ALL? WHERE DO WE GO FROM HERE?**  
Summary of Outputs and Recommendations General Housekeeping/Individual Faculty Check-out

Evaluation /turn over certification materials to MOE officials/trainer check-out & sign-out by RTTI administrators  
Workshop Closure

**NOTE: POST SESSION REVIEWS AND EVALUATION OF THE YEAR ARE EXTREMELY IMPORTANT TO THE SUCCESS OF THE ENTIRE PROGRAM.** (1) THE MINISTRY OF EDUCATION HAS TAKEN THE POSITION THAT EVALUATIONS OF THE C-CURRICULUM CERTIFICATE PROGRAM (BOTH PRE-SERVICE AND IN-SERVICE) IS ESSENTIAL TO THE CONTINUATION AND SUCCESS OF THE PROGRAMS. (2) RTTI ADMINISTRATION WORKS COLLABORATIVELY WITH THE MINISTRY OF EDUCATION AND ITS SPONSORS TO GET FEEDBACK FROM THE TRAINERS, THE TRAINEES AND PARTNERS IN THE SCHOOL DISTRICTS. THE EVALUATION PROCESS IS STRUCTURED TO BE FORMALIZED, CONSISTENT AND ON-GOING.

**G. RURAL TEACHER TRAINING PRE-SERVICE CLOSE-OUT TOT (TRAINER CLEARANCE SHEET)**  
**\*THIS ACTIVITY IS MOE-INSTITUTIONALIZED & IS MANDATORY AT THE END OF EACH YEAR**

**MINISTRY OF EDUCATION, REPUBLIC OF LIBERIA**

TEACHER EDUCATION, CERTIFICATION AND ACCREDITATION DIVISION OF TEACHER CERTIFICATION

**INSTITUTION:** ZORZOR RURAL TEACHER TRAINING INSTITUTE

**SUBJECT:** PRE-SERVICE TRAINER CLOSE-OUT CHECKLIST

**DATE:** TRAINING OF THE TRAINER (TOT) JUNE 27-JULY 1, 2011

**ACADEMIC PROGRAM YEAR: 2010-2011**

Name of Trainer	Summary Grade Sheet for each student /# rec'd	Class Roll: Number of Students	RUBRICS: Nat'l Prof. Standards for Teachers/#	Trainer's Signature

LIBERIA TEACHER TRAINING PROGRAM (LTTP)  
Rural Teacher Training Institutes (RTTI)  
ACADEMIC MANAGEMENT MANUAL

			rec'd on students	
1. D. Yarkpazuo P. Bowulo				
2. ShekuDakoi				
3. Blama Z. Fully				
4. Dewaladuo Gayflor				
5. Titus Gargor				
6. Tarnue J. Govego				
7. James Huey				
8. Justin Kanneh( Academic Dean)				
9. Samuel Moliwulo				
10. James Nynlekewoi				
11. T. Dozmah Peter				
12. Mulbah Taylor				
13. Harris Varmuwu				

Verified: \_\_\_\_\_  
RTTI Official/Academic Dean

\_\_\_\_\_  
Title/Date

\_\_\_\_\_  
MoE Official/Certification

\_\_\_\_\_  
Title



## **SECTION II: IMPLEMENTATION**

## INTRODUCTION

THE OPERATION AND MANAGEMENT OF THE RURAL TEACHER TRAINING INSTITUTES AND THE IMPLEMENTATION OF THE C-CERTIFICATE CURRICULUM IS BASED ON THE NEW EDUCATION REFORM ACT OF 2011, TITLE 10, LIBERIAN CODE OF LAWS REVISED, AUGUST 8, 2011 AND ITS PREDECESSORS.

THE MINISTRY OF EDUCATION , UNDER THE AUSPICES OF THE DEPARTMENT OF EDUCATION FOR INSTRUCTION, HAS PROVIDED OVERSIGHT FOR THE APPROVAL OF ALL THE POLICIES , STANDARDS AND PROCEDURES DEVELOPED AND IMPLEMENTED IN THE LIBERIA TEACHER TRAINING PROGRAM AT THE RURAL TEACHER TRAINING INSTITUTES. THIS ADHERENCE TO UNIFORMITY OF DESIGN AND IMPLEMENTATION IS CRUCIAL TO ENSURING THE CONSISTENCY OF MANAGEMENT, SUPERVISION AND IMPLEMENTATION. THEREFORE, ANY AMENDMENTS, REVISIONS OR OMISSION OF THE APPROVED POLICIES, PROCEDURES AND IMPLEMENTATION STRATEGIES MUST BE APPROVED BY THE DEPARTMENT OF EDUCATION FOR INSTRUCTION.

**A STUDENT HANDBOOK** AND A **STAFF POLICY MANUAL** ARE KEY DOCUMENTS AS RELATED TO THE MANAGEMENT OF THE RURAL TEACHER TRAINING INSTITUTES AND TO EFFECTIVE DELIVERY OF THE C-CERTIFICATE CURRICULUM. THE STUDENT HANDBOOKS IS INCLUDED IN THIS MANUAL FOR EASY ACCES TO MANDATORY POLICIES REGARDING STUDENTS. **ANY CHANGES** TO THE CONTENT AND INTENT OF THESE DOCUMENTS **MUST BE APPROVED BY THE MINISTRY OF EDUCATION** . ALL PARTIES INVOLVED ( ADMINISTRATION, STAFF, TRAINERS AND TRAINEES) ARE RESPONSIBLE FOR KNOWING, UNDERSTANDING AND ADHERING TO DEFINED POLICIES AND PROCEDURES. ADMINISTRATION IS CHARGED TO SCHEDULE OPPORTUNITIES TO ENSURE THAT EACH PERSON IN THE PROGRAM AND AT THE RTTI HAS TRAINING ON THE REQUISITE JOB DESCRIPTIONS, POLICIES, PROCEDURES AND SUBSEQUENT CONSEQUENCES OF NEGLIGENT ACTIONS, ETC.

THE LIBERIA TEACHER EDUCATION PROGRAM STANDARDS( T.E.P.S.) ARE DESIGNED TO ASSIST THE TRAINER AND THE TRAINEE IN THE DELIVERY OF THE C-CERTIFICATE CURRICULUM. ADDITIONALLY, THE T.E.P.S. HAVE BEEN APPROVED BY THE MINISTRY OF EDUCATION AS THE OFFICIAL STANDARDS FOR TEACHER EDUCATION IN LIBERIA. THE CRITERIA APPLIED TO EACH OF THE STANDARD ARE EXPECTED TO BE INSTRUMENTAL IN HELPING ALL EDUCATIONAL ADMINISTRATORS ( CEOS, DEOS, SUPERINTENDENTS, PRINCIPALS ) AND CLASSROOM TEACHERS ( KINDERGARTEN TO GRADUATE SCHOOL) DEVELOP, GUIDE AND DELIVERY QUALITY INSTRUCTION AND EDUCATION IN ALL OF LIBERIA'S CLASSROOMS.

## **PART 1: POLICIES AND STANDARDS**

### **A. RTTI STUDENT HANDBOOK ( ORIGINAL VERSION), 2008 – WORD DOCUMENT, 2008**

**SPECIAL NOTE:** THIS HANDBOOK IS ADDRESSED TO THE STUDENT. IT IS IN THE ACADEMIC MANAGEMENT MANUAL FOR THE PURPOSE OF GIVING MANAGEMENT AND STAFF IMMEDIATE ACCESS TO THE SAME POLICIES THAT ARE WRITTEN FOR THE STUDENTS.

## **RURAL TEACHER TRAINING INSTITUTE (RTTI) STUDENT HANDBOOK**

### **The Purpose of the Handbook**

This Student Handbook is designed to help you understand how the Pre-service “C” certificate Training Program is organized, how you can make the most of your matriculation at the RTTI and what role is expected of you in the system.

**All students are expected to adhere to the rules and regulations as outlined in this Handbook.**

### **The Delivery System for the Pre-service “C” certificate Program**

The Residential-based “C” certificate curriculum is delivered over an academic year. Courses in the Pre-service “C” certificate are divided into components and further divided into modules which themselves consist of units. Sessions within the units are designed so that the session topics addressed in the In-service “C” certificate curriculum correlate with sessions in the Pre-service “C” certificate. Courses are theme-based to ensure a broader range of topics. The recommended delivery sequence for the Pre-service “C” certificate begins with the Foundations component, which includes the Basic Literacy modules. These are essential for the candidate’s professional development. The Basic Literacy modules are inclusive of strategies that can be used by the Pre-service “C” certificate candidate for basic literacy development in the classroom.

### **Seamless Transition**

Dr. Joseph Korto, Minister of Education for Liberia, has articulated his vision for a seamless pathway from the C-certificate to the Bachelor of Science program in teacher education at the university level. The rigor of the curriculum is based on this assumption. Serving as a springboard from the “C” certificate to the Bachelor degree program, the courses in the Pre-service “C” certificate are developed with university input and reviewed for content in collaboration with university faculty.

### **Caveat Statement: Revisions and Amendments**

This Student Handbook is subject to revisions as deemed necessary by the Ministry of Education and the administration of the Rural Teacher Training Institutes (RTTI) in collaboration with the faculty and/or university and community partners.

### **Grievance Committee**

A grievance committee shall be established whereby students have the right to appeal for redress or reconsideration of a decision. The Grievance Committee shall be co-chaired by key persons as designated by the Director.

### **Identification Cards**

Student identification cards and/or meal tickets must be displayed when on campus. Security and the Nurse will need to know that you belong on campus. Students will not eat without a meal ticket.

### **About the Administration and Faculty**

The administration and faculty at the Rural Teacher Training Institutes are employees of the Ministry of Education. They are highly-qualified and hold degrees and/or training commensurate with the qualifications for the positions for which they have been hired.

### **General Statements about the Academic Calendar**

Instructional delivery is based on a semester system and is in alignment with the university delivery system.

### **General Information**

#### **Authority**

The Director reserves the authority, in consultation with the Academic Dean, to make adjustment for unusual circumstances.

### **Daily Schedule**

6:30 - 7:30 a.m.	<b>Breakfast</b>	
8:00 - 9:30 a.m.		1 <sup>st</sup> period
9:35 - 11:05 a.m.		2 <sup>nd</sup> period
11:05 a.m. - 12:30 p.m.	<b>Lunch</b>	
12:35 - 2:05 p.m.		3 <sup>rd</sup> period
2:10 - 3:40 p.m.		4 <sup>th</sup> period
3:45 - 5:15 p.m.		Activities
5:30 - 6:30 p.m.	<b>Dinner / Supper</b>	
7:30 - 9:30 p.m.		Mandatory Study Hall
11:30 p.m.		Room Check / Classrooms Locked
12:00 a.m.		Doors Locked/Lights Out

**NOTE: Residence Hall doors are locked during class time.** If a student needs to enter the residence halls during class time, the student should see the security to be allowed into the building. The Dean of Women or Dean of Men should be informed about ill students being in the residence hall.

### **Student Leadership**

Students are expected to have representation in the academic, social and religious life of the campus. After the first three weeks of class, representatives may be nominated by faculty and/or students to represent the total student body on designated committees.

### **Residence on campus**

A student coming into the Pre-service “C” certificate Training Program shall first register with the Registrar and complete all relevant forms prior to entering the residence halls as a resident.

### **Overnight Travel**

Students leaving campus overnight or traveling must have permission from the Dean of Men or the Dean of Women with notice to the Academic Dean as deemed necessary. All such unusual circumstances must be approved by the Director.

### **Authorized Leave from the Campus**

Any requested absences from the campus will be handled by the Academic Dean in consultation with the Dean of Women and/or the Dean of Men. The permission slip **MUST** be signed by the Director of the RTTI. Slips may be obtained from the Dean of Women or the Dean of Men. Students on educational trips outside the campus during the academic year must do so in conjunction with teaching staff or authorized individuals. All students and faculty on such trips must obtain prior approval from the Academic Dean. Absences due to illness requires a note from the campus nurse.

### **Unauthorized Leave from Campus**

Leave from campus without notification to the Dean of Men or the Dean of Women is considered leave without permission. Penalty for violation is weekend work load. (Refusal to work will result in automatic suspension.)

### **Co-Ed Visitation**

Co-ed visitation is not allowed in the rooms of the residence halls. Visits are allowed in the lobby only. Any variations from these regulations are considered with special permission from the Dean of Men or the Dean of Women in consultation with the Academic Dean.

### **Sign-in/Sign-out procedures**

(Pass system used) Sign-in/sign-outs are monitored by the Dean of Men or the Dean of Women with assistance from Security personnel.

## **Families**

Family members of students are not permitted to live on campus.  
Minor children are not allowed in the classroom.  
Children and family members are allowed visitation in the dorm lobby (waiting room) only.

## **Consensual Intimate Relationships**

Intimate sexual relations between students, faculty, staff or any other category of persons where one party is in a supervisory position over the other are not favored by the Ministry of Education since they raise concerns about sexual intimidation, sexual harassment and conflict of interest.

## **Academic-Related Matters**

### **Classroom Rules and Code of Conduct**

The Rural Teacher Training Institute is a community of students, trainers and administrators. Trainers and future teachers of Liberia are deemed professionals and expected to exhibit professional behavior. As we are a diverse community, it is necessary that we live by standards of proper conduct so that one member's freedom will not impinge on another member's rights. It is hoped that staff and students will work together to maintain discipline and courtesy in all Institution affairs and that they will at all times refrain from actions likely to cause embarrassment to the Institution and each other. In all cases of breach of discipline, punishment may involve fines, suspension or dismissal.

### **Attendance & Absenteeism**

Students are expected to attend classes. Excessive absences are not tolerated. Exceptions to the rule are at the discretion of the Academic Dean, in consultation with the Trainer and the Director of the RTTI.

### **Lateness**

Three tardies will result in a reduction of the points for that week in the relevant class (1<sup>st</sup> period and 3<sup>rd</sup> period only). Exceptions are allowed for those with a pass or an official excuse from an administrator.

No loitering during class time. Students are to be in the classroom during scheduled times.

### **Quality of Work: (Academic Grading System)**

Class participation	10%			
Class projects	20%			
Assignments	10%			
Major Tests	50%			
Attendance	5%			
Professionalism	5%			
90-100	A	Excellent	4.0	
80-89	B	Good	3.0	

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Rural Teacher Training Institutes (RTTI)  
ACADEMIC MANAGEMENT MANUAL

70-79	C	Fair	2.0
60-69	D	Poor	1.0
59-below	F	Failure	0.0

(Note: plus (+) and minus (-) to be arranged in reference to alpha grades)

W =Withdrawn from school    I =Incomplete    AB =Absent    DR=Dropped from course

### **Academic Suspension**

Failure to successfully complete coursework during the 1<sup>st</sup> semester will result in academic suspension. A student who is placed on academic suspension/probation shall be notified by the Academic Dean with signature of the Director. (See Readmission). The “D” grade carries a quality point of 1.00. It shall not constitute a passing grade. Any student earning a grade of “D” in a course may remove the “D” only by repeating the course. No re-examination privilege shall be given the student. No student may remove more than four (4) “D” grades during an academic year. In the calculation of the grade point average, only the last grade will be used.

### **Readmission**

Readmission after a semester of academic suspension is dependent on the recommendation made by the Grievance Committee and/or persons designated by the Director, based on the individual’s re-application. The understanding is that the Ministry of Education has an application process and that applicants meet a set of pre-determined criteria. Pre-service candidates from the previous years accepted list and who are on suspension will be considered on a case-by-case basis.

### **Examinations**

Examinations will be taken in the presence of the trainer of the course in which the examination is given or in the presence of another trainer.

### **Entry Requirements**

The Pre-service C-certificate candidate must meet the following entry requirements: Present supporting documentation of having completed high school, including evidence Of the WAEC certificate; pass an entrance examination in mathematics and language Arts; and pass an interview based on criteria established by the Ministry of Education.

### **Exit Requirements**

The successful Pre-service “C” certificate candidate must meet the following exit requirements: successful completion of the courses specified in the curriculum; meet continuous assessment criteria to include regular attendance, participation and overall performance; and successful completion of the practice teaching experience.

### **Use of Library and Library Facilities**

Students are required to have proper identification when entering the library. The Librarian will collect the card and return it when you exit the library. No bags are allowed in the library. Noise and food are prohibited in the library. Other pertinent rules to the use of the library will be made available and must be followed.

## **Use of Campus Property**

### **Furniture and Other Materials**

Students are expected to be responsible and avoid destruction and/or vandalism of all furniture, campus buildings and property in rooms in the residence halls. Students are liable to pay for any loss or damage to furniture and fittings or equipment of any kind.

### **Personal Property**

The safe keeping and maintenance of all personal properties are the responsibility of each individual.

### **Assaults/Disorderly Conduct/Fighting**

All existing regulations on the campus of the Rural Teacher Training Institute (RTTI) are fully consistent with the laws of the land and will be enforced accordingly. Additional regulations include but are not limited to:

No smoking is permitted on the campus in the residence hall and classrooms.

No drugs or alcohol are allowed anywhere on the campus.

Disorderly conduct is not permitted on campus. Disorderly conduct includes but is not limited to drunkenness, fighting, stealing, and the use of profanity.

Disorderly conduct in the community resulting in confrontations with the law will not be Tolerated. Any violator of this will bear the penalty by himself or herself.

Selling of alcohol, cigarettes and drugs is prohibited and results in automatic expulsion.

### **Insubordination**

Insubordination is defined as:

Refusal to take instruction from administrators, faculty and/or support staff.

Direct insults to administrators, faculty and/or support staff.

Use of profanity towards administrators, faculty and/or support staff.

### **Penalties**

In subordination will result into penalties as indicated below:

1<sup>st</sup> Offense: Verbal Warning

2<sup>nd</sup> Offense: Warning Letter

3<sup>rd</sup> Offense: Weekend Work Load (refusal to work is automatic expulsion)

4<sup>th</sup> Offense: Suspension (**Term of the Suspension is based on the gravity of the offense**)

### **Health-related Matters**

While in residence, students may visit the health Clinic for treatment only at appointed times, except in an emergency.

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Any student who returns to campus after an illness must see the Nurse within 24 hours of his/her arrival to obtain a permission slip to return to class and/or the dorm.

In case of emergency, please contact the Dean of Women or Dean of Men.

### Dress Code

The Pre-service "C" certificate teacher candidate is to model appropriate conduct and dress at all times. Sagging trousers, mini-skirts, bare midriffs, shower slippers, etc. are prohibited from the classroom and at official ceremonial programs.

### Student Handbook Committee

1<sup>st</sup> rendering September, 29, 2008

John Sellu, Director, KRTTI  
Trainer, KRTTI

Sylvanus P. Momoh, Campus-based

D. Klay Quie, Director, WRTTI  
Dean, WRTTI

Joseph F. Kwekwe, Academic

Solomon Varfley, Academic Dean, ZRTTI

Johnson S. Beyan, Director, ZRTTI

Justin M. Kanneh, In-service Field Coordinator, ZRTTI

Allison Peter Joseph Smith, Campus-based Trainer, KRTTI

Marcus S. Sokpah, Assistant Minister of Education

(Hester Williams Catakaw, Deputy Minister of Education)

### Support for subsequent revisions provided by:

The Liberia Teacher Training Program (LTTP) - a USAID sponsored project



## The Pledge

I pledge allegiance to the flag of Liberia and to the Republic of which it stands,  
one nation indivisible with liberty and justice for all.

## The Liberian National Anthem

All hail, Liberia hail  
All hail, Liberia hail  
This glorious land of liberty  
Shall long be ours



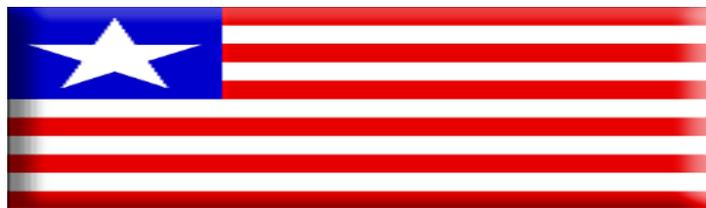
Though new her name, green be her fame,  
And mighty be her powers  
Though new her name, green be her fame,  
And mighty be her powers  
And mighty be her powers  
And mighty be her powers

In joy and gladness  
With our hearts united  
We'll shout the freedom  
Of a race benighted.  
Long live Liberia, happy land  
A home of glorious Liberty by God's command  
A home of glorious Liberty by God's command.

All hail Liberia hail  
All hail Liberia hail  
In union strong success is sure we cannot fail  
With God above our rights to prove  
We will over all prevail  
With God above our rights to prove  
We will over all prevail  
We will over all prevail (2x)  
With hearts and hands , Our country's cause defending  
We'll meet the foe with valor unpretending  
Long live Liberia, happy land  
A home of glorious Liberty by God's command  
A home of glorious Liberty by God's command.

*Music by: Olmstead Lucas*

*Words by: Daniel B. Warner(1847) 3<sup>rd</sup> President of Liberia*



## **The Lone Star Forever**

When freedom raised her glowing form  
On Montserrado's verdant height  
She set within the doom of night  
Midst low'ring skies and thunderstorms  
The star of Liberty! And seizing from the waking morn, its burnished shield of golden flame,  
she lifted in her proud name and raised a people long forlorn to noble destiny

### **Refrain**

**The Lone Star forever!**

**The Lone Star forever!**

**O long may it float**

**O'er land and o'er sea!**

**Desert it! No never!**

**Uphold it? Forever!**

**O shout for the Lone Star'd banner– All hail!**

Then speeding in her course along the broad Atlantic's golden strand

She woke reverberant through the land

A nation's loud triumphant song - The song of Liberty!

And O'er Liberia's alter fires -She wide the Lone Star Flag Unfurled

Proclaim to an expectant World The birth for Africa's sons and sires

The Birth of Liberty.

### **Refrain**

Then forward, sons of freedom, march!

Defend the sacred heritage- The nation's call from age to age

When-er it sounds 'neath heaven's arc-- Whenever foes assail

Be ever ready to obey

'Gainst treason and rebellion's front -'Gainst foul aggression in the brunt

Of battle lay the hero's way

All hail, Lone Star, all hail!

### **Refrain**

**B. RURAL TEACHER TRAINING INSTITUTE (RTTI) STAFF POLICY MANUAL 10/18/2008**



**MINISTRY OF EDUCATION, LIBERIA**

**Rural Teacher Training Institute  
(RTTI)**

**Staff Policy Manual**

*October 23, 2008*

*Approved by : Marcus S. Sokpah, Assistant Minister of Education  
Hester Williams Catakaw, Deputy Minister of Education*

## **1. General Overview**

### ***1.0 Purpose of this document***

The Rural Teacher Training Institute (RTTI) Staff Policy Manual is designed to provide information for RTTI staff on RTTI policies and procedures. Additionally, services available to RTTI staff are described in this document. Certain policies and procedures are not contained within this document. Topics not addressed include: Salary and Benefits; Site-Specific Regulations, such as residential assignment policies, and an annual calendar of RTTI holidays and events. All RTTI Staff are required to comply with the regulations described herein. In addition, all Ministry of Education staff are encouraged to familiarize themselves with the Ministry of Education Sector Operations Manual and the specific terms of his/her contract. Finally, this is a dynamic document that is to be reviewed and updated periodically to reflect updated conditions and policies. Suggestions for improvement and changes to the Handbook should be forwarded in writing to the RTTI Directors.

The term *student*, *trainee* and *teacher trainee* are used interchangeably in this document. Unless otherwise specified each of these terms refers to those persons enrolled in the RTTI as a candidate of the “C” Certificate in Teaching.

### ***1.1. Mission of RTTI***

To Professionally Train and Prepare Qualified Teachers to be Placed in Schools throughout Liberia.

### ***1.2. Role of RTTI in Liberian Education Context***

According to the Education Sector Operations Manual:

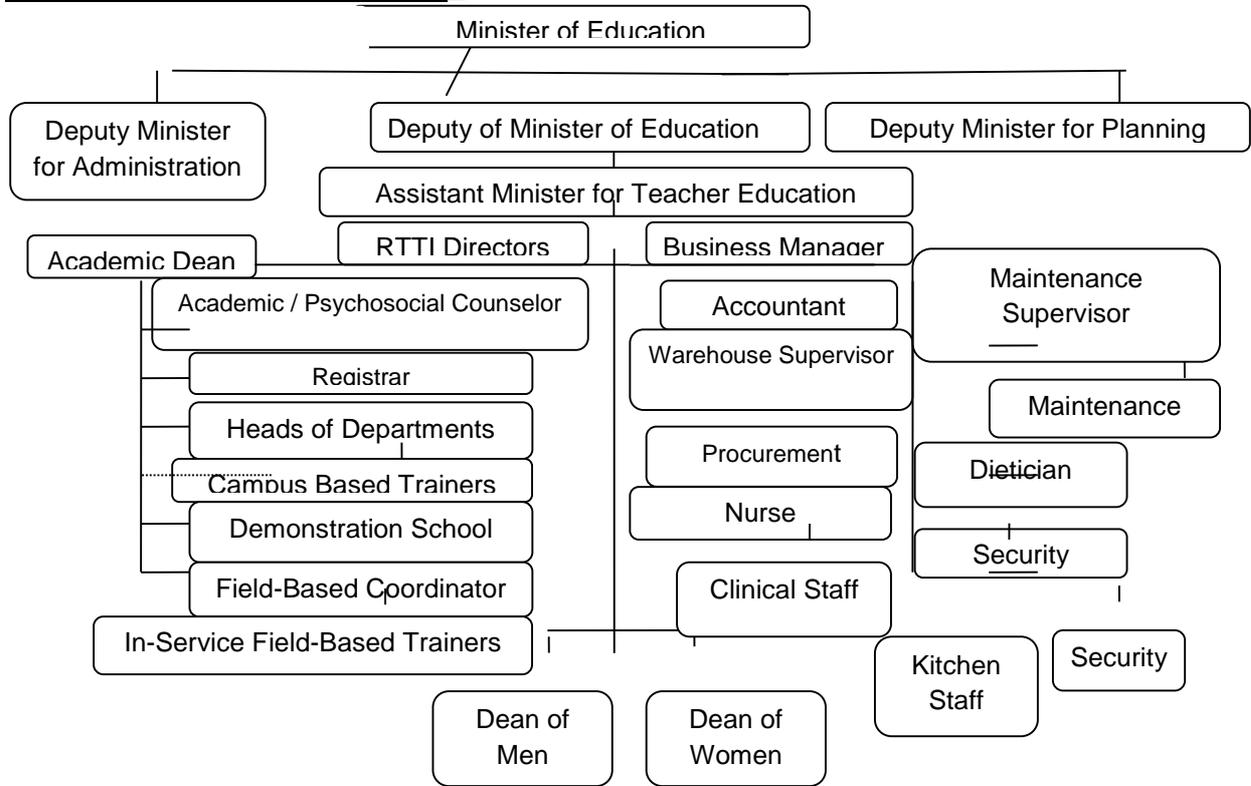
*“Cognizant of the poor quality and caliber of many teachers who constitute the work force of the Education and Training Sector of the Liberian economy, the Government shall always be committed and determined to improve the caliber of teachers by intensified and diversified teacher education programs of training and re-training. This is to enable the emergent teachers to cope and deal with the existing realities of incoming trends to surmount persistent problems inherited from the past and maintain the requisite number of teachers for the education system. In order to achieve this goal, teachers shall be adequately compensated and motivated to conform to the changing demands and cope with the challenges of the system.”*

The Rural Teacher Training Institutes serve as the main institutions for providing pre-service training to primary teachers through the provision of a one-year “C” Certificate training course. In addition, the RTTIs are centers for regional in-service training programs, to be conducted at the RTTIs and in the school setting. The RTTIs provide students with a comprehensive overview of the content and methodologies required for instruction at the primary level.

## **Rural Teacher Training Institute (RTTI) Staffing**

**1.3. Organogram**

Hierarchal Chart of MoE RTTIs



















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1. Certificate in Nursing Aid
2. Strong attention to detail
3. Strong oral and written English communication skills



**RTTI Maintenance Supervisor**

**Reports to:** RTTI Business Manager

**Supervises:** Maintenance Staff

**Function:** Manage maintenance of RTTI grounds and buildings and equipment

**Duties:**

1. Oversee upkeep of exterior grounds of RTTI
2. Oversee upkeep of RTTI buildings, including exterior and interior repairs
3. Oversee maintenance of appliances and equipment, including air conditioners, generators, water and plumbing systems, vehicles, and other machinery
4. Respond to requests for repair in a timely manner
5. Ensure structural integrity of all RTTI buildings
6. Maintain inventory of maintenance equipment, spare parts, and supplies
7. Supervise maintenance and grounds personnel
8. Coordinate with the Procurement Officer to order and maintain supplies and equipment for maintenance needs
9. Develop and adhere to budget for maintenance needs in coordination with the Business Manager, Procurement Officer and Accountant
10. Ensures proper records are maintained of the institute facilities
11. Other duties as assigned by Business Manager or Director

**Decisional Authority:**

Decisional power restricted to maintenance of buildings of grounds and management of maintenance staff

**Qualifications:**

1. High School certificate required
2. At least five years' experience in maintaining large campus
3. Mechanical knowledge (generators, machinery, vehicles)
4. Strong attention to detail
5. Ability to multi-task
6. Strong oral and written English communication skills

**Maintenance Staff**

**Reports to:** Maintenance Supervisor

**Supervises:** N/A

**Function:** Maintains the campus properties

**Duties**

1. Provides all maintenance services for the institute facilities and grounds as assigned
2. Collaborates with the Maintenance Supervisor in providing maintenance services for the properties of the institute
3. Ensures proper records on maintenance of institution facilities are kept and submitted to the Maintenance Supervisor on a daily basis.

**Decisional Authority**

Decision making powers are restricted to the maintenance of the institute facilities

**Qualifications**

1. Character references available regarding honesty, ability to work with others and understand the relationship between staff and students is to remain professional
2. Strong, healthy and willing to work



**Dietician**

**Reports to:** Business Manager

**Supervises:** Kitchen Staff

**Function:** Manage provision of meals to RTTI trainees students





## Working Schedule

### 1.5. Annual Calendar

Annual calendars will be determined and posted by the RTTI Directors based on the annual calendar of Liberian National Holidays and the Ministry of Education's academic schedule.

**The following schedule and events are to be included in each academic calendar:**

- **Arrival Date for Staff Orientation**                      - **Student Registration**        - **Student**
- **Liberian National Holidays**        - **Commencement**
- 

The following **National Holidays** are recognized by the Ministry of Education

1.	January 1	New Year's Day
2.	February 11	Armed Forces Day
3.	2 <sup>nd</sup> Wednesday in March	Decoration Day
4.	March 15	J.J. Roberts Birthday
5.	April 16	World Health Day
6.	Varies	Good Friday
7.	2 <sup>nd</sup> Friday in April	Fast and Prayer Day
8.	May 14	National Unification Day
9.	May 25	African Liberation Day*
10.	July 26	Independence Day
11.	August 24	National Flag Day
12.	September 12	Education Day*
13.	October 24	United Nations Day*
14.	October 29	National Youth Day*
15.	1 <sup>st</sup> Thursday in November	Thanksgiving Day
16.	November 29	William V.S. Tubman's Birthday
17.	December 1	World Aids Day*
18.	December 25	Christmas Day

\* Working Holidays

### 1.6. Daily working hours

Daily working hours for RTTI staff will vary by position and campus. Supervisors are responsible for informing all staff of their working hours.

**The daily schedule for teacher trainees while classes are in session shall be as follows:**

6:30 – 7:30 a.m.	Breakfast
8:00 – 9:30 a.m.	1 <sup>st</sup> period
9:35 – 11:05 a.m.	2 <sup>nd</sup> period
11:05 a.m. - 12:30 p.m.	Lunch
12:35 – 2:05 p.m.	3 <sup>rd</sup> period
2:10- 3:40 p.m.	4 <sup>th</sup> period
3:45 – 5:15 p.m.	Activities
5:30 – 6:30 p.m.	Dinner / Supper
7:30 – 9:30 p.m.	Mandatory Study Hall
11:30 p.m.	Room Check / Classrooms Locked

12:00 a.m.

Doors Locked/Lights Out

**NOTE: Residence Hall doors are locked during class time.**

## **Leave**

### **1.7. Maternity**

All married female teachers are entitled to four months maternity leave with half pay in salary; the other half payment in salary should be paid to a substitute teacher. The four months should be taken as follows: two months before delivery, two months after delivery.

### **1.8. Sick Leave**

All RTTI employees are entitled sick leave based on the gravity of the case. Employees that will miss work or arrive late to work due to illness are required to inform his/her supervisor immediately. If an employee is ill for more than five days, he/she is required to see the RTTI Nurse for diagnosis. Based on the recommendation of the nurse, a leave schedule for the employee may be determined. The employee must notify his or her supervisor immediately.

### **1.9. Emergency**

Emergency leave should be granted in cases of (sudden) accident or death. In the case of the death of an immediate family member or close relative, the RTTI Director and employee's supervisor shall determine an appropriate amount of leave.

### **1.10. Study Leave**

All principals and teacher who are granted study leave abroad are entitled to full salary for the first six months and thereafter they should be given half salary until the two years period of study leave expires. If the study leave is extended beyond the period of two years, the candidate should make special arrangement with the Minister of Education. Any RTTI academic staff requiring leave outside the country must obtain special permission from the Ministry of Education through the Department of Instruction. The permission must be requested at least one month before the date of departure; otherwise, the personnel in question shall be subject to immediate replacement.

## **Education Facilities and Materials Policies**

### **1.11. Library**

Staff may borrow books from the Library only with permission of the Librarian. The Librarian will set guidelines for borrowing books.

### **1.12. Vehicles**

Vehicles may be available for use by RTTI staff for official business. The RTTI Director will determine specific policies for vehicle use.

### **1.13. Office Equipment and Machinery**

Office equipment such as photocopiers, printers, computers, and other administrative equipment are to be used only by the staff that requires this equipment for the execution of duties listed in their job description. The Business Manager must approve use of office equipment for other purposes by other staff.

## **Residential Policies**

### **1.14. Family policy**

Policy regarding family residence at the RTTIs is to be decided on a campus-by-campus basis. The Director of each RTTI is responsible for developing the policy that suits the conditions of the RTTI.

### **1.15. Assignment of units**

Policy regarding assignment of units to staff at the RTTIs is to be decided on a campus-by-campus basis. The Director of each RTTI is responsible for developing the policy that suits the conditions of the RTTI

### **1.16. Residence Regulations**

Residents of the Staff Housing facilities must adhere to the following regulations:

- Visitors are not permitted to sleep in the Staff Housing
- Abusive and obscene language and fighting are not permitted in the Staff Housing
- Willful destruction of RTTI property in the Staff Housing is not permitted
- Smoking and the use of illegal drugs are not permitted in Staff Housing

### **1.17. Security Policies for Residences**

In order to maintain security of the RTTI campus, residents of Staff Housing must abide by the following security precautions:

- Staff Housing must be locked when unoccupied
- Unauthorized visitors may not enter Staff Housing
- Necessary safety precautions must be taken when cooking in the house
- All structural, electrical, or plumbing concerns must be reported immediately to the Maintenance Supervisor

## **Services Provided at RTTIs**

### **1.18. Childcare**

During the In-Service Training sessions held at the RTTI, childcare shall be provided during class hours for the children of the In-Service Field Trainers and the in-service trainees. These children are eligible to eat in the cafeteria, and for treatment from the RTTI medical services.

Childcare shall not be provided during the Pre-Service academic year.

### **1.19. Health Services**

Health services shall be provided by the RTTI Nurse, with support from the RTTI Clinical Staff, for all RTTI staff, students, and families of staff members that reside on the campus. Services are to be provided on a first-come, first-served basis, except in the case of emergency.

In case that the Nurse is not able to provide service, or the case is too serious to be treated at the RTTI clinic, the patient shall be transferred to a local clinic. The individual, or the head of his/her family, shall be responsible for bearing the cost of such services, unless in the case of job-related injury or illness, to be approved in advance by the Director and Nurse.

### 1.20. Food Services

Food and meals provided at the RTTI Cafeteria are intended exclusively for the students of the RTTI. Staff may be permitted to eat at the cafeteria when pre-approved by the Director.

### Dress Code

#### 1.21. Dress Code for Staff

All Staff at the RTTIs are expected to dress appropriately for their position and job function, and must appear neat at all times.

While school is in session, academic staff shall dress as follows:

- Men: Formal attire, including sport dress shirts and ties, dress shoes, formal traditional dress is acceptable
- Women: Formal attire, skirt must be worn below the knee, dress shoes

Casual wear is permitted on Fridays, weekends, and holidays (this has to be defined – sports shirts, blue jeans, sandals, (not shower shoes).

#### 1.22. Identification Cards

All RTTI staff is expected to carry their Ministry of Education identification card at all times.

#### Academic Grading Policy

***The RTTI grading system uses the letter grade for the evaluation of academic performance:***

<u>Numerical Value</u>	<u>Letter Grade</u>
90 – 100	A (Excellent)
80 – 89	B (Good)
70 – 79	C (Fair)
60 – 69	D (Poor)
59 - below	F (Fail)

W= Withdraw    I = Incomplete    AB= Absent    DR=Dropped  
from course

*A grade of “F” represents failure. There shall be no re-examination privilege.*

*The student shall repeat course if credit is desired.*

The grade of “I” represents incomplete and shall be removed by examination or by special work by the end of the semester following that in which the “I” was received. At the discretion of the faculty and “I” grade may be removed within one calendar year dating from the close of the semester in which the mark was received.



- His or her supervisor will hold a meeting with the staff member considered in violation of policy to discuss the matter and suggest actions that must be taken in order to cease or improve upon the problem
- If the staff member does not respond satisfactorily to this meeting by making the suggested behavior change, the supervisor issues a written **First Warning**.
- If the staff member does not respond satisfactorily to the First Warning, a written **Second Warning** is issued by the supervisor. This Second Warning is copied to the Director. If deemed necessary by the Director and the supervisor, salary reduction or other penalty may be assigned.
- If the staff member does not comply after the Second Warning, the Director, in coordination with the supervisor, issues a **Dismissal Letter** with the staff in violation.

NOTE: All disciplinary action must be taken within the bounds of the Liberian legal, labor, and education code.

## **Grievance Policy**

### **1.26. Protocol for airing of grievances**

Every employee of the RTTI is encouraged to express all concerns, comments, and questions to his or her supervisor. If the employee is not comfortable bringing this matter or question to the attention of the his or her supervisor, or if the supervisor is not able to address the issue, he or she is encouraged to bring the issue to the Academic Dean, Dean of Men, Dean of Women, or Business Manager.

If the employee is not comfortable bringing the matter to the attention of these people, he or she should bring the matter to the RTTI Director. All employees must follow this protocol in the airing of grievances.

When these avenues for discussion are exhausted, employees may contact the Assistant Minister for Teacher Education, MoE, Monrovia.

## **Code of Ethics**

RTTI Instructors are required to abide by the following codes of ethics, taken from the Professional Standards for Teachers in Liberia and the Education Sector Operations Manual:

### **1.27. Professional Ethics [From Professional Standards for Teachers in Liberia**

#### **The teacher.....**

- contributes to the life of the community and society at large and maintains good working relationships with students, parents, other staff and the school community.

- is consistently aware of the importance of psychosocial issues such as ills in society and the home like rape, child abuse, forced labor at home and denial of access to learning facilities, and takes account of these in teaching.
- reflects on his or her own practice in order to continue to improve and continuously seeks opportunities for professional development.
- establishes and maintains a level of effective collaboration between and among fellow teachers
- recognizes and respects the cultural, religious and personal differences between and among students, parents and members of the community, valuing their diversities, takes steps to address and resolve conflicts and problems that develop in the classroom and the community.
- is a model of good citizenship following the rules of the Ministry of Education and the laws of the country and acts as a moral role model for his / her students and the community by being appropriately dressed, well -disciplined and patient minded.
- addresses issues of child protection, matters concerned with health and safety and HIV/AIDS, STIs, substance abuse (drugs, smoking and alcohol) and violence.
- uses guidance and counseling skills to solve problems in the school and community and help students overcome challenges confronting them.
- Plans and executes his or her duties with diligence, commitment, dedication and fairness.

#### **Teacher's Code of Conduct [from Education Sector Operations Manual]**

In addition to the provisions in the professional Code of Ethics contained in the status of the Liberia Teachers Union, the following apply. As *loco in parentis*, teachers must have a code, which governs their behavior. Since teachers serve as models in the school, community, and nation, they must aspire to and conform to such a code:

- Teachers must qualify themselves by possession of a C, B, AA, A, or other qualification in order to be a part of this professional group
- Teachers must conduct themselves in a way in their classrooms so that they exhibit no bias with respect to nationality, creed, sex, tribe, nor any other division.
- Teachers must fairly evaluate students and should refrain from asking for accepting favors from students such as sexual or monetary ones in exchange for grades
- Teachers must promote the Liberian nation and what it stands for and refrain from making derogatory remarks about Liberia in the classroom
- Teachers must strive to better themselves to address the professional requirements of teaching as well as the bread and butter issues
- Teachers must strive to advance ethics and morality in our society through religions and moral upbringing of children

- Teachers, especially pre-school and primary teachers, must seek the well-being of their students' holistic development
- Teachers who are involved in criminal activities will be immediately expelled from the teaching profession
- Political considerations (such as party membership) shall not be requirements for becoming a teacher in the Liberian classroom

In addition,

- Teachers' language at all times should be acceptable, grammatically, morally, and socially
- Teachers should dress properly, modestly but adequately in content and style
- Teachers should appear at work clean and well-groomed
- Teachers should demonstrate seriousness of purpose at work, evidenced by their attitude towards works, exemplified by how they prepare and present their lessons as well as their interaction with students
- A teacher is strongly forbidden from encouraging a "love affair" with a student of the opposite sex. This act will lead to dismissal. Also, the male teacher who impregnates a female student will be dismissed and barred from teaching.
- A teacher must refrain from acts which are incompatible with his/her moral and social standing: specifically, the acts to desist from include, but not limited to, drunkenness, debauchery, loving to a legally married woman
- Grades that teachers give to students are indicators of students' level of subject-matter competence. Therefore, teachers should not award grades in exchange for money or other materials gifts. This act is highly unethical, unprofessional, and immoral
- A teacher must be disciplined at all times. Acts such as exhibiting rude behavior, insulting, crediting money, and not paying back should not be carried out

### **C. TEACHER EDUCATION PROGRAM STANDARDS (TEPS)**

#### **A Systematic Approach to an Accountability System for Teacher Training Programs in Liberia: Teacher Education Program Standards (TEPS): Historical Referent**

This document was prepared for review by the National Task Force on Teacher Education Program Standards, which was appointed, by Dr. Joseph Korto, Minister of Education, and Liberia in January 2008. The document was prepared by the Liberia Teacher Training Program (LTTP), a USAID-sponsored program, through its partner agency, the Mississippi Consortium for International Development (MCID). The document is intended to serve a two-fold purpose. It will serve as both a historical referent to work done by the Working group on Curriculum and Standards since the inception of the project in 2007 and as a guide to beginning the work of the National Task Force on Teacher Education Program Standards (TEPS). February-March, 2008

#### **Institutional Accreditation in Liberia**

In Liberia, to gain or maintain accreditation with the National Commission of Higher Education (NCHE), an institution must comply with the standards approved by the Ministry of Education (MoE) with the policies and procedures of NCHE. The NCHE applies the requirements of its Principles to all applicant, candidate and member institutions, regardless of type of institution (public, private for profit, private not-for-profit).

The Liberia National Commission of Higher Education was legislated or came into being before the beginning of the Civil War in 1989. Among the commission's statutory functions according to section one of the Act creating the Commission are the following:

1. To formulate broad policy guidelines for the establishment of higher education in Liberia and serve as principal liaison between the institutions of higher learning and the government of Liberia;
2. To monitor, evaluate and accredit all institutions of higher learning...

(from "Launching Statement" by Dr. D. Evelyn S. Landakai, Chairperson, National Commission of Higher Education in National Commission of Higher Education: National Policy on Higher Education in the Republic of Liberia Promulgated, October 4, 2002- "Promoting Quality and Equal Higher Education Opportunities" ).

### **Evaluation of the Teacher Education Program**

Globally, institutions of higher education seek approval of its programs through a number of accrediting processes either voluntarily or via legislative mandates and subsequently these institutions are evaluated through established processes. All programs under the auspices of an institution of higher education (colleges or universities) constitute the domain to be monitored, evaluated and subsequently accredited.

In the United States, the United Kingdom and some African countries, specific programs within the institution are evaluated in the context of requirements for professional qualification. Teacher Education programs are usually first and foremost among these specific programs and are held to rigorous and high standards.

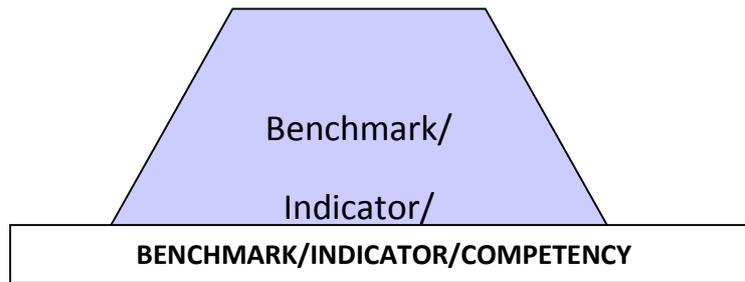
### **Creating a Comprehensive Accountability System for Teacher Education in Liberia: Standards for Liberian Teacher Training Institutions, Colleges and Universities**

#### **SYNOPSIS**

Since the summer of 2007, the Liberia Teacher Training Program (LTTP), a United States Agency for International Development (USAID) has facilitated work sessions on developing teacher education program standards with working groups that are composed of University of Liberia (UoL) faculty and administrators, Association of Liberia Universities faculty and administrators and representatives from the Ministry of Education and the National Commission on Higher Education. LTTP work began with workshops to explore strategies for developing an accountability system for teacher education in Liberia. Building on the draft Professional Standards for Liberian Teachers (KSAs), key individuals in Liberian teacher education and higher education were engaged in preliminary exploration of the development of standards and a process for the evaluation of teacher training institutions in Liberia, with a focus on institutions that provide a baccalaureate degree in teacher education. The immediate goal was the development of draft teacher education standards that can be applied to a self-study/peer-reviewed external assessment of the University of Liberia's College of Education. The terminal goal is that the teacher education standards will be used to determine accreditation status for all teacher education programs in Liberia.

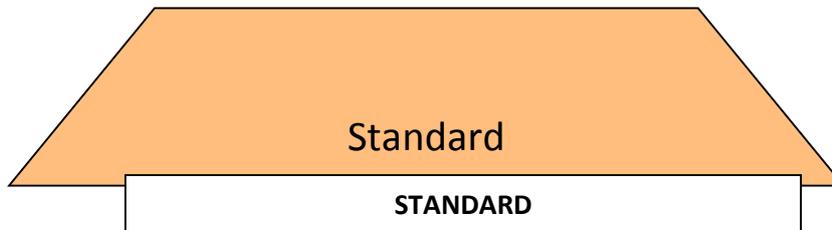
The cumulative work of groups of professionals who were working on curriculum revision and teacher education program standards resulted in a consensual and defined process. In September 2007, the draft standards were reviewed by the working groups and refinements were made. As with the Professional Teacher Standards, formerly known as KSAs, under the auspices of the Ministry of Education (MoE) and the National Commission on Higher Education (NCHE), LTTP will seek broad based input and field review of the draft teacher

education program standards before a final version of the standards is presented to the Ministry of Education and the National Commission on Higher Education.



A description or example of candidate or institutional performance that serves as a standard of comparison for evaluation or judging quality.

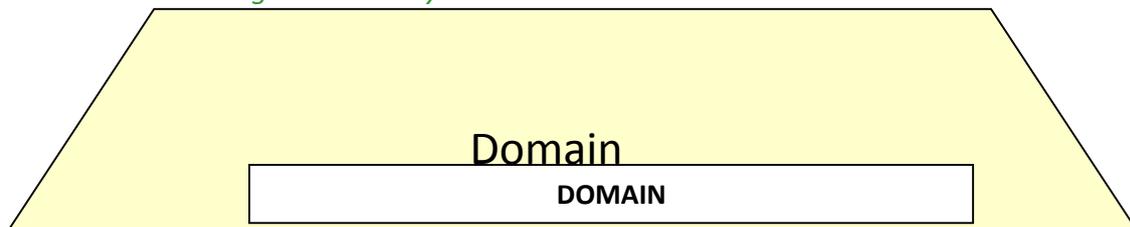
- National Council for the Accreditation of Teacher Education (NCATE), 2000



**noun** an acknowledged measure of comparison for qualitative or quantitative value; a criterion.

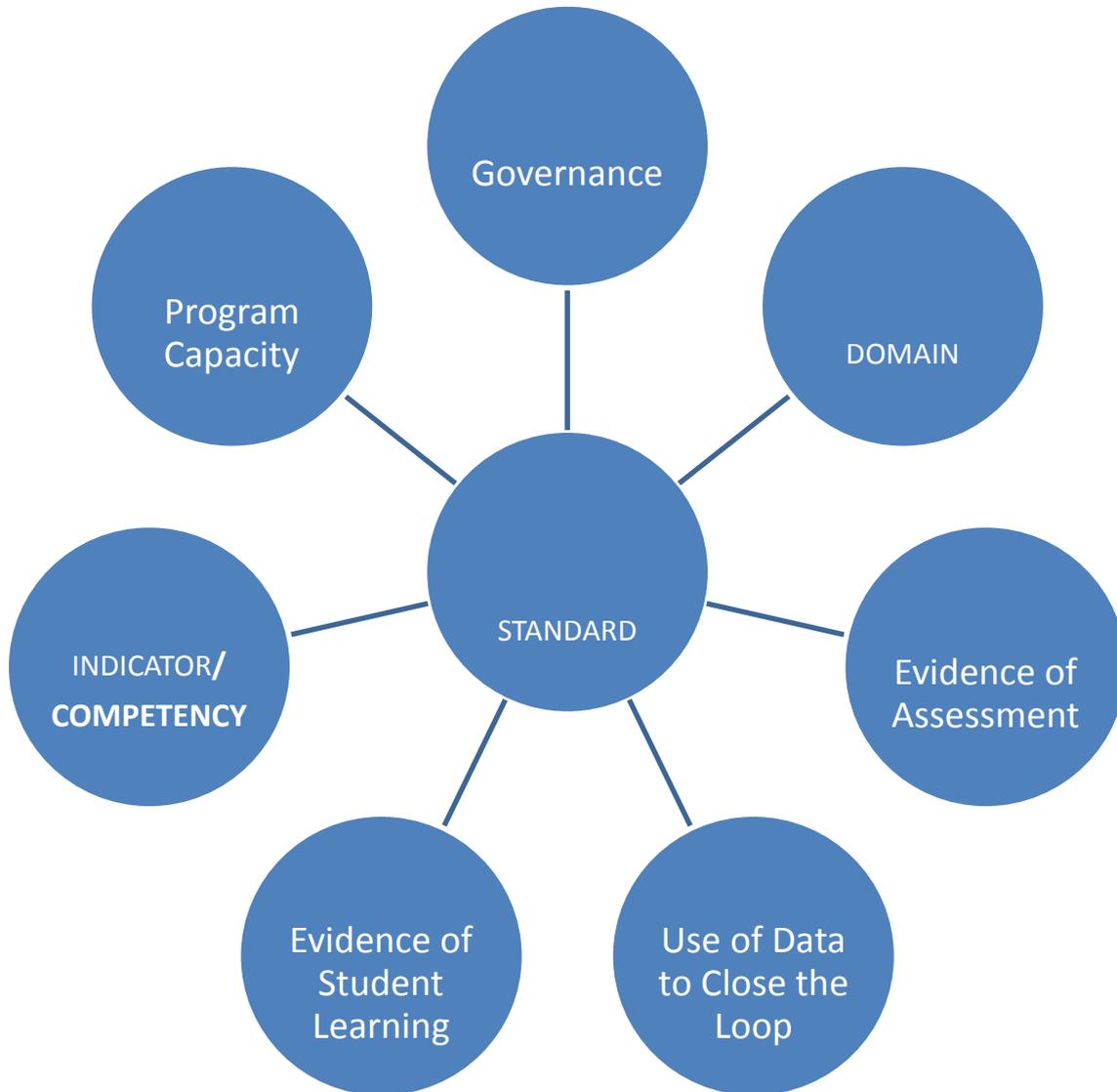
**adjective** 1. Serving as or conforming to a standard of measurement or value.  
2. Widely recognized or employed as a model of authority or excellence:  
*a standard reference work.*

**synonyms:** [standard](#), [benchmark](#), [criterion](#), [gauge](#), [measure](#), [touchstone](#), [yardstick](#)  
*The American Heritage® Dictionary*



**noun** Definitive area or scope and a description or classification of the essential and representative elements of the specific program being evaluated

**Teacher Education Program Standards for  
Colleges and Universities in Liberia**



**STANDARD 1: KNOWLEDGE, SKILLS, ETHICS AND CLASSROOM MANAGEMENT**

Candidates should develop competence in content knowledge, pedagogical knowledge and professional and ethical knowledge, use of technology, visual aids and graphic presentations in getting the subject across to students who should be the center for instruction. The candidate should be capable of creating a conducive, active and time conscious learning environment.

**STANDARD 2: EVALUATION**

The program shall put in place an assessment system, which collects data, analyzes them, and conducts continuous programmatic changes and adaptation. An evaluation system shall

be implemented for the performance of the program, candidates, supervisors, faculty and staff.

### **STANDARD 3: TEACHER QUALIFICATIONS**

Teachers shall have a minimum of master's degree with 18 hours in content area. Teachers shall be required to attend at least one professional development seminar or workshop during the school year in area of discipline. People with exceptional knowledge, training and skills may serve as lecturers and trainers in the program. Each program shall have at least two doctoral degree holders.

### **STANDARD 4: TEACHING LOAD**

The maximum teaching load for a teacher shall be 9 credit hours per semester.

### **STANDARD 5: DIVERSITY**

Each program shall consider the diverse student population, faculty composition and program offering.

### **STANDARD 6: GOVERNANCE AND RESOURCES**

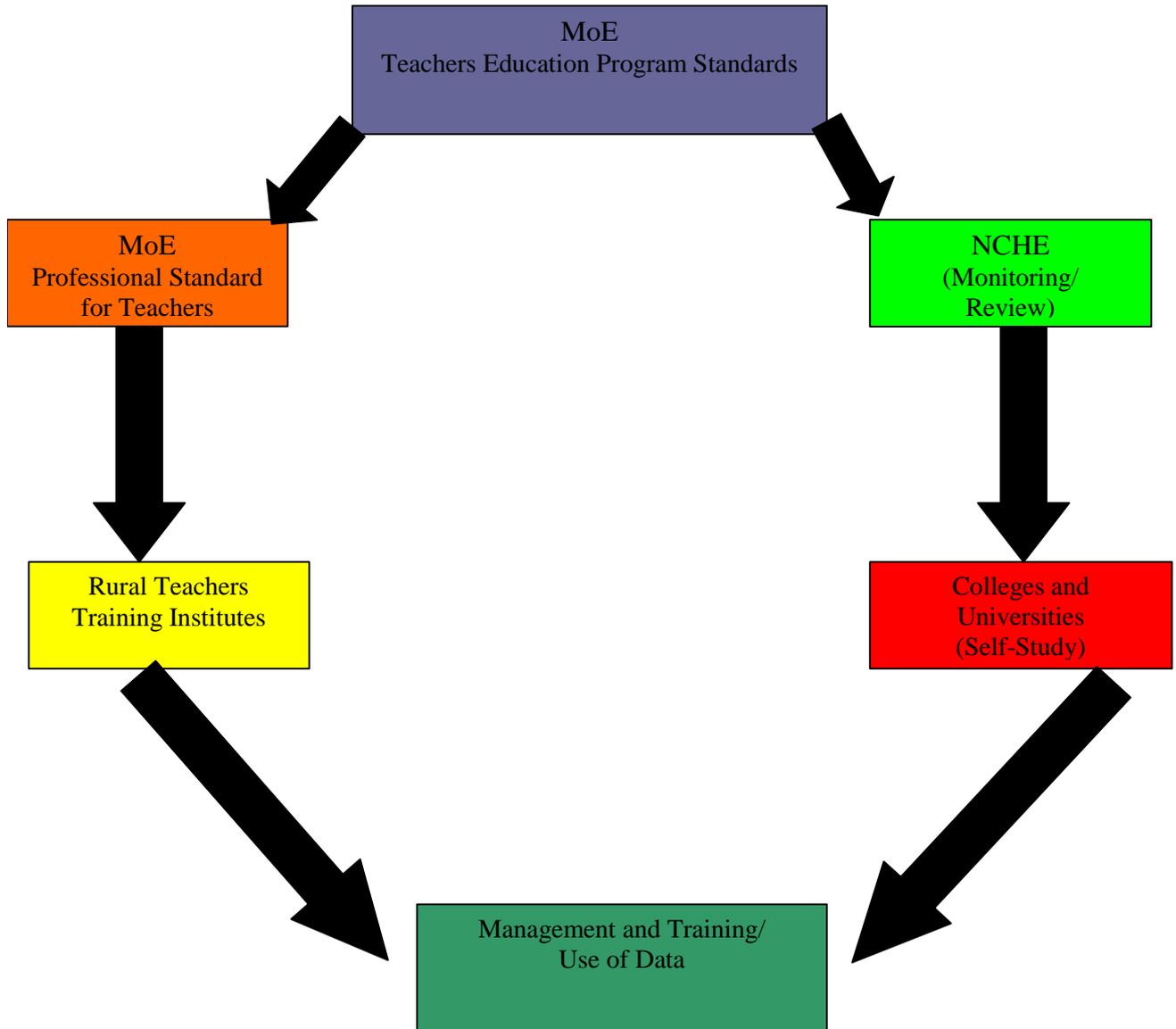
Each institution shall be to financially sustain its program, maintain its facilities and personnel. Each program shall have an organogram that delineates the chain of command of all entities that govern the institution.

### **STANDARD 7: WELFARE**

A unit must ensure that equity exists in the following areas regardless of gender, political affiliation, religious preference, social status, sexual orientation, nationality, physical disability and ethnicity:

- Salaries, benefits and other compensations must be based on qualification, experience and the current market value of the position
- The implementation of curriculums must be relevant, challenging and flexible to meet the needs of all students (Faculty Handbook)
- The rewarding of students' excellent performance in the form of grades, scholarships and recognition (Faculty/Student Handbooks)
- The disciplinary measures against students for violations (Student Handbook)

Schematic for Accountability and Program Effectiveness in  
Teacher Education Programs



## **PART II: TEACHING AND LEARNING GUIDELINES**

### **A. TUTORIAL PROGRAM AT THE RURAL TEACHER TRAINING INSTITUTES**

#### **Background on the Tutorial Program at the Rural Teacher Training Institutes**

USAID/LTTP sponsors the female tutorial program at the RTTIs as part of the five-year agreement between MoE and USAID. The tutoring of female trainees at the RTTIs is essential to the goal of working with the RTTI faculty to provide extra assistance in helping the female trainees achieve academically. This included the initial focus of helping them prepare for the posttest of the Basic Skills Exam which was intended to be given at the end of the Basic Literacy modules. In years one and two of the LTTP 2 program, the post-test was moved to the end of the first semester (December). The tutorials have traditionally started at the beginning of the academic year to help the female trainees prepare for the Basic Skills posttest. The practice is to begin after registration has been confirmed, names of females submitted and names of tutors recommended.

#### **Hiring of Tutors**

Tutors are hired to work with the female trainees throughout the academic year. Once the RTTI administration completes the official list of registered trainees for the academic year, it is submitted to the Assistant Minister of Education for approval. The approved lists are shared with LTTP. The list is then used to determine how many tutors are to be hired (one per ten females). The names of the tutors are submitted officially by the RTTI Directors and Academic Deans.

Due to the changes in procedures in Operations and Finance, the process of hiring the tutors will necessitate at least ten days before the process is completed. In order to be in compliance, the tutors named by the RTTI administration should not begin work until the PSCs are approved. This is an issue that must be communicated internally and externally. Given the fact that elimination of the Basic Skills Test was compounded this year by internal delays in getting the training packages to the RTTIs for the Academic year, 2012-2013, some adjustments in the academic calendar were necessitated.

The first full week of training began on September 24th. According to the Academic Delivery System, the first three weeks are used to teach Basic Literacy (Effective Writing; Reading for Understanding; Mathematical Concepts and Applications; Science for the Non-Science Major). There are pre-tests and posttests in package 1 for these activities. These tests are part of the implementation and not the original BST posttest. The modules should be completed at the end of the third week in October.

### **ISSUES IN ACADEMIC YEAR, 2012- 2013**

#### **Elimination of the Basic Skills Tests**

The Basic Skills Test (BST) was eliminated for this academic year and a screening test was instituted by direction of the Deputy Minister of Instruction. To-date, there is no post-test designed for the trainees. This is an issue that must be addressed for policy/procedures review immediately by the Ministry of Education (MoE). The key questions are: 1) will there be a post-test to the newly instituted screening test? 2) When will that test be designed? 3) Will it still be used to screen students for the exit process prior to the second semester's implementation of the program?

## Proposed Solutions and Recommendations

It is of utmost importance that the LTTP pre-service team persists in working with the RTTI. Directors need to get an official statement from the Assistant Minister of Teacher Education and the Deputy Minister of Instruction regarding the screening tests and the exit test which replaces the Basic Skills Tests. A policy statement in this area will affect the steps below for future practice.

The immediate steps to take this academic year (2012-2013) are to:

- 1) Use the next two weeks to work with the RTTIs and the MoE to get copies of all necessary, approved data (registration lists delineating names of female and male students) and signatures from the RTTI administration prior to LTTP initiating Personal Service Contracts (PSCs) for tutors.
- 2) Use the approved registration lists to determine how many tutors are needed; call the RTTI Directors and Academic Deans to ask for a written request for the designated number of tutors
- 3) Speak with the designated tutors to ensure agreement and understanding of the task; send copies of the guidelines to the designated tutors for review
- 4) Conduct the Terrorist searches and prepare PSCs within the stated timelines from Finance
- 5) Work with the RTTI administrations and the designated tutors to begin tutoring the female trainees after the Basic Literacy modules have been completed.

c.w.a. 09/30/'12

## B. LTTP REVISED SCOPE OF WORK FOR TUTORS

RTTIs tutors' assistants promote academic achievement by assisting students with; (1) homework, (2) helping students improve competency in English literacy and mathematics, (3) promoting independent study skills, and (4) regularly reviewing student progress. RTTIs tutors' assistant will work with the tutors in coordinating small group or individual activities designed to support the development of literacy and computational skills.

### Essential Position Functions:

- Work with Tutors in assisting selected trainees with homework, projects, and test preparation.
- Participate in academic enrichment activities for trainees.
- Work with Tutors to aid trainees in developing skills that promote practices necessary to create  
A productive learning environment.
- Be responsible for the coordination of sign in sheets.
- Report on the tutorial activities on a weekly basis
- Be present and participate in all tutoring activities scheduled for the trainees.

### Mathematics

- Addition and subtraction of whole numbers
- Multiplication and division of whole numbers
- Proper fractions
- Decimals
- Per cents
- Improper fractions, complex fractions, and mixed numbers
- Signed Numbers

- Conversions, Ratios, and Proportions - Introduction to Algebra - Introduction to Geometry

**English**

- Literal Comprehension - Inferential Comprehension - Evaluative Comprehension
- Vocabulary Skills - Phonetic Awareness - Grammar
- Composition - Life Skills - Oral Communication
- Reading - Writing

- Other related duties as assigned.

Location: (Please Check One)  KRTTI  ZRTTI  WRTTI

Dates & Times worked are to be verified by Academic Dean and LTTP representative.

\_\_\_\_\_  
\_\_\_\_\_  
Signature of Academic Dean /date

\_\_\_\_\_  
\_\_\_\_\_  
Signature of RTTI Director /date

\_\_\_\_\_  
Signature of LTTP /date

\_\_\_\_\_  
Signature of MoE /date

C. LTTP TEACHER TRAINING PROGRAM TUTOR CHECKLIST



LIBERIA TEACHER TRAINING PROGRAM



**TUTORS' CHECKLIST FOR SUBMISSION FOR PAY:**

**Directions: Please submit all documents according to the checklist below.**

**Get the proper signatures of confirmation from the Academic Dean and the Director. Submit to the Pre-service Team Leader, LTTP II for processing.**

Name of Trainer/Tutor \_\_\_\_\_  
Class: \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_ SUBMIT A MASTER LIST OF THE FEMALE TRAINEES IN YOUR ASSIGNED TUTORIAL CLASS

\_\_\_\_ SUBMIT AN ATTENDANCE SHEET THAT RECORDS ATTENDANCE FOR EACH SESSION YOU TEACH WEEKLY

\_\_\_\_ COMPLETE THE RURAL TEACHER TRAINING INSTITUTES' TUTORIAL PROGRAM **WEEKLY** ASSESSMENT FORMS ON EACH STUDENT

\_\_\_\_ SUBMIT ALL DOCUMENTS IN ONE PACKAGE FOR EACH MONTH BY THE 1<sup>ST</sup> OF THE FOLLOWING MONTH.

\_\_\_\_\_  
Academic Dean /Date \_\_\_\_\_ Director/Date \_\_\_\_\_

Reviewed by: \_\_\_\_\_

LTTP II Official \_\_\_\_\_ Date \_\_\_\_\_

## **B. FIELD-BASED IN-SERVICE C-CERTIFICATE GUIDELINES FOR LEAD TRAINERS- PILOT EDITION**

### **Criteria for Award of In-service C-Certificate\***

Trainees are responsible for knowing these criteria

#### **1. Attendance at Training**

- Trainees must attend 85% of the sessions of both RTTI residential trainings.
- Trainees must attend at least 6 out of the 8 cluster trainings. *Note: Once a trainee has missed 2 cluster trainings, they cannot afford to miss another cluster training.*

#### **2. Assignments**

- Trainees must complete assignments related to their training sessions.
- Each assignment is marked out of a total score of 20 points.
- The 5 best assignments will count towards the pass mark.
- The pass mark is 50 out of a total of 100 points.

#### **3. Observation and Lesson Planning**

- Each trainee will be observed at least 2 times and trainees are required to share their lesson plan with the observer.
- Each lesson plan will be scored on 10 items with a maximum score of 20 points.
- Each lesson observation will be scored on 10 items with a maximum score of 30 points.
- To pass, the trainee's top 2 scores in lesson planning and lesson observation (4 scores) must total 60 or more out of 100 points possible.

#### **4. Professional Assessment**

- Professionalism is a core domain in the Professional Standards for Teachers in Liberia.
- The three school administrators (Principal, Vice Principal, and Registrar) must sign off on a common assessment of the trainee in 5 key aspects of professionalism: (1) School Attendance, (2) Punctuality, (3) Preparation and Planning, (4) Relationships with Others, and (5) Ethics. *Note: In case one or more of the trainees is among these three administrators, the Field Trainer must sign off in place of the trainee.*
- The professional assessment form must be completed in April and submitted to the Field Trainer by April 30<sup>th</sup>.

#### **5. Basic Skills Test**

- Trainees must take basic skills tests in English and Math and demonstrate COMPETENCE in both areas,
- The test will be administered on the Sunday which follows Cluster Training #7. The current scheduled date is May 17<sup>th</sup>.
- Depending on test scores, some unsuccessful trainees may be invited to re-test to qualify, but the Trainee is responsible for paying their

own costs (transportation and feeding) related to re-test at the RTTIs in June?

**6. Final Written Exam**

- Trainees must take a final written test on (the) foundation component, teaching content, pedagogy, and child development that will be administered during the final 3-week residential training
- Trainees must demonstrate COMPETENCE in these core areas.

Trainees will NOT be invited to the final 2-week residential training at the RTTI if they have NOT RECEIVED A PASS in any of the above 5 requirements.

\*Received from Mark Sweitzer 02-16-'09

LIBERIA TEACHER TRAINING PROGRAM (LTTP)  
Rural Teacher Training Institutes (RTTI)  
ACADEMIC MANAGEMENT MANUAL

**D. KRTTI AND WRTTI PRACTICE TEACHING ACTIVITIES LIST OF SCHOOLS, FINAL**

**Note:** These lists are developed by the Academic Dean and Clinical Field Supervisor in collaboration with the Principals, CEOs and DEOs

Name of School	Principal's Name & Cell #:	Location Of School	Grade & Classrooms	Time Schedule	# of Students Per Class	Student Teacher & Cell	Mentor Teacher & Cell #:
KRTTI Dem. School	Gertrude Smarte xxxxxxxxxxxx	KRTTI Campus	1A; 1B	8:00 - 12:00	25;29	Jamie Ngele XXXX	Armah G. Ngafu XXXX
			2 <sup>nd</sup> Gd.- A		45	„	John F. Oscar 0886349795
			3 <sup>rd</sup> Gd-B		48	„	Winnie Socro 0880095080
			4 <sup>th</sup> Gd-A		53	„	Austin Larnie 0886967556
			5 <sup>th</sup> Gd-A		55	„	Moses Tokpa 0880644084
			6 <sup>th</sup> Gd-A		53	„	Emmanuel Kamara 0886855724
			6 <sup>th</sup> Gd-B		51	„	Peter Dewellie 0886594203

Signed: \_\_\_\_\_  
Mrs. Precious Brownell Dennis,  
Director/KRTTI

Signed: \_\_\_\_\_  
Sylvenus P. Momoh,  
Academic Dean/KRTTI

Approved: \_\_\_\_\_  
Abraham Kawa , Clinical Field Experience Supervisor

**OTHER AREA SCHOOLS WHERE STUDENTS WERE ASSIGNED:**

Lango Lippaye Elem. Jr. & Sr. High School

Frances Mitchell Memorial Academy

Birch McNutt Academy

St. Augustine Elementary School

G.V. Gibson United Methodist School

Bethel Community School

St. Paul Lutheran School

George Kpenneh Community School

Mawoda Public School

Laudana Day Care

E.J. Yancy Elementary

Dominic K. Hena School

## F. LESSON PLAN DEVELOPMENT

**Note:** Trainers are required to prepare lesson plans for the week. Copies of the daily lesson plans for the week are to be submitted in advance to the Academic Dean. The Academic Dean is to review the copies, provide feedback and keep copies in the trainer's evaluation folders.

### DAILY LESSON PLANNING

<b>Performance Indicators</b>	<b>Trainees will:</b> Identify the format and parts of a lesson plan Recognize and use the three ABC stages of a lesson plan Analyze strategies for lesson planning Begin to write a lesson plan modeling the format given
<b>Length</b>	90 minutes
<b>Materials</b>	Handout 9.2.6/1: Lesson Plan Format and Explanation Handout 9.2.6/2: Sample English Language Lesson Plan
<b>Before class Preparation</b>	Write the chart for Activity 1 on the chalkboard.
<b>TIMING / AIMS</b>	<b>STAGES</b>
0 Introduction to the topic / Pair work on KW(L)	<b>1. Pair Work: KWL chart on lesson planning (10 minutes)</b> Write a KWL chart on the board and remind trainees how to use it. In pairs, trainees complete what they know (K) about lesson planning and what they want to know (W). The L portion is left to be completed in the consolidation phase of the session.
10 Trainees will report work to confirm understanding	<b>2. Report Work: KWL chart (10 minutes)</b> Ask different pairs to report their answers to the class for the first two columns (K, W). Complete the sample KW portion of the chart on the board.
20 Trainees will receive preview	<b>3. Preview: Lesson planning (2 minutes)</b> Inform trainees that <i>they are going to be introduced to the lesson plan format which they are expected to use daily to plan lessons, and on which their lesson plans will be scored as a "C" Certificate assessment.</i>
22 Review lesson plan format	<b>4. Building knowledge: lesson plan format (33 minutes)</b> Have trainees turn to <i>Handout #1: Lesson Plan Format &amp; Explanation</i> and ask them to review the parts in pairs, reading the description on the right.  Explain parts of the lesson plan that seem particularly challenging using Q/A to assess trainees' understanding of the handout. Supplement trainees understanding of

	<p>the ABC phases by offering examples of phases used in sessions taught during the “C” Certificate training and having trainees give examples of these phases from their own classrooms.</p> <p style="text-align: center;"><b>- continued -</b></p>
<p>55 Strategy for Lesson Planning</p>	<p><b>5. Presentation: strategies for effective lesson planning (10 minutes)</b>          Inform trainees that this lesson plan is based on a participatory classroom. So, it is essential to know certain Strategies for Effective Lesson Planning (discuss these as you write them on the board):</p> <p style="padding-left: 40px;">Be familiar with the materials in the curriculum.          Proper planning of lessons requires you to have a medium range plan.          Do not change the plan format.          Prepare materials ahead of time, including poster sheets.          The new participatory teaching methods are important but require more time to plan and carry out.          Remember, the three phases flow into each other</p>
<p>65 Review Sample Lesson Plan</p>	<p><b>6. Group Work: Sample Lesson Plan (15 minutes)</b>          Distribute <i>Handout 9.6.2/1: Sample Lesson Plan on English Language</i>. Have trainees read through the handout in groups and come up with (A) one question and (B) one observation on the lesson plan.</p> <p style="padding-left: 40px;">Ask for groups’ questions and observations and use the input to check on and create understanding of 92. Then explain the parts of the sample lesson plan that have not been discussed, emphasizing the “ABC” concept.</p>
<p>80 Review and Reflection / Complete L on KWL chart</p>	<p><b>7. Summary: KWL Chart (10 minutes)</b>          Have trainees reflect on this session by completing the ‘What I learned’ (L) portion of the KWL chart.</p> <p style="padding-left: 40px;">Solicit answers and write them on the board in the third column.</p>
<p>School work</p>	<p><b>8. Future Lesson Planning</b></p> <p style="padding-left: 40px;">Ask trainees to use the format on Handout 9.6.2./3 to plan lessons in their schools</p> <p style="padding-left: 40px;">Inform trainees that some lesson plans in their respective schools will be evaluated by LTTP Trainers during cluster</p>

	field-based training visits as part of the overall assessment for the “C” Certificate.
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<b>CONSOLIDATION (C)</b>			
10 min	1. Provide guided pair work practice (T) S-S	1. Give instructions and monitoring pair work	1. In pairs, learners take turns reading the sentences with different pronouns
10 min		2. Call up pairs to demonstrate sentences and monitoring behavior of class	2. Pairs demonstrating sentences in front of class
5 min	2. Provide practice and sharing of work	3. Give assignment to write one of the sentences	3. Write sentences to prove learning
	3. Evaluate S		

## **SECTION III: EVALUATION**

## **A. REVIEW: ASSESSMENTS REQUIREMENTS PRE-SERVICE “C” CERTIFICATE**

### **Planning, implementation and assessment/ evaluation of field experiences**

#### **An overview**

The role of the trainer (supervisor) and the mentor teacher (classroom teacher) in evaluation is also linked to the Professional Standards for Teachers in Liberia. However, the role of the trainer and mentor teacher differs primarily in that these professionals guide the field experience process through supervision and monitoring of the experience through reflective conferencing and constructive feedback to the pre-service teacher.

#### **Reflective teaching process**

Throughout the pre-service teacher training program, trainees are taught and required to use reflective teaching practices. Journaling, reflective dialogues and conferencing are required core techniques used to encourage trainees to think about teaching and learning as well as to grow professionally. The proficient teacher, at all levels, is a reflective, effective, active and decisive teacher (R.E.A.D.).

#### **Formative assessment**

Formative assessment is ongoing throughout the pre-service teacher training and is designed to provide feedback to the trainee on knowledge, attitudes and teaching skills. Trainers, trainees and mentoring teachers agree on regular conferencing sessions and scheduled school site visits to provide input on trainee performance in and out of the classroom. The Rubric for Assessing the Professional Standards for Teachers in Liberia and other forms designed to provide feedback on observation and practicum experiences are used in the formative assessment process.

#### **Portfolio development**

Portfolio development is a major part of the pre-service teacher training program. **The portfolio requirement is designed to enable trainees to begin the process of identifying the five components of pre-service teaching framework and related teaching practices.** Throughout the pre-service teacher training program but more specifically during the student teaching experience, trainers are required to collect and compile examples of best practices and their own teaching abilities. Minimum required artefacts are determined by the trainers but should include a statement of philosophy of education, reflective journal entries, assessment documents, lesson plans, children’s work, etc. Portfolios will be evaluated via a team of evaluators (to be determined by the Academic Dean and Director), using a rubric to evaluate the portfolio.

#### **Final evaluations**

Clinical field experiences are a part of the final evaluation for the pre-service teacher program. However, the clinical experience **must be evaluated separately** using the established criteria. Mentoring teachers will take part in the evaluation of the clinical field experience by completing The Rubric for Assessing the Professional Standards for Teachers in Liberia and submit a final written evaluation, as guided by the RTTI trainer(s). **The trainee will also complete The Rubric**

**for Assessing the Professional Standards for Teachers in Liberia** at the end of the student teaching experience. **Source:** *A Guide to Observation and Clinical Field Experiences for the Liberia Teacher Training Program.*

**B. PROFESSIONAL STANDARDS FOR TEACHERS IN LIBERIA, 2007 FINAL**

The professional standards for Liberian teachers describe the knowledge, skills and attitudes required of a teacher in order to teach in the schools of Liberia. They will initially be used to inform teacher education curricula to ensure that teachers are being trained in line with minimum standards. It is anticipated that the framework will also be used for the following purposes:

- To enable teachers already in the school system to practice and live up to the standards which are expected of them
- To give teachers a goal ( for which ) to aim
- To allow training providers to coordinate their work and avoid duplication of effort and ensure that their training addresses the standards
- To make sure that pre-service training institutions produce teachers who Meet the standards required by the Ministry of Education (MoE)
- To allow MoE to identify any gaps in the training

The standards effort was spearheaded by the Minister of Education, Dr. Joseph Korto, and carried out with funding from the United States Agency for International Development. The standards were developed by a team of 29 Liberian educators including teachers, school principals, CEOs, DEOs, superintendents, RTTI staff, Ministry of Education officials, university staff and other educators during a series of workshops that took place in Monrovia, Liberia between March and September 2007.

The workshops were facilitated by:

Marcus Sokpah, Assistant Minister, Teacher Education, Ministry of Education  
 Moses Yarkpawolo, Assistant Dean, William V.S. Tubman College of Education, University of Liberia

The following individuals comprised the National Task Force:

Johnson S. Beyan	Joe Bunadin-Kulah	Cecelia Cassell	Richard W. Clarke
Patrick P. Davies	Sam D. Davis	Musu Z. Dixon	Marcia Collins
Augustus Flomo	Thomas K. Gaie	Tarnue S. Gbelee	Evelyn K. Geah
Joseph T.Y. Harris	Dwede Dee Hoto	Moses F. Johnson	Patrick M. Kaikai
Leeway Dave Karngbeae	Shadrach Y. Kerl	Samuel G. Lavela	
Kwelleegbo G.S. Kapu	Musu M. Madison	Siewon Nagbe	D. Klay Quie
Ernest Emmanuel Shaw	Roseline Sherman	Jacob A.L. Tarlowoh	
Stephen H. Toe, Sr.*	S. Pee N. Vululleh	Joseph G. Weatue	

The standards were field reviewed by 1,600 educators, students, and community members from both urban and rural areas in Liberia. Their views were taken into account when finalizing this document. International experts on standard-setting also reviewed the document. Several

Government of Liberia agencies, institutions, international donor and implementing organizations contributed to this effort. These groups included: United States Agency for International Development, the Liberian Ministry of Education and Deputy Ministers Peter Ben and Hester Williams Catakaw, the Academy for Educational Development, International Rescue Committee, Mississippi Consortium for International Development, University of Liberia, Cuttington University, Stella Maris University, National Teachers' Association of Liberia, UNESCO, UNICEF, Norwegian Refugee Council, Open Society Institute, and Save the Children-UK.

## **PROFESSIONAL STANDARDS FOR TEACHERS IN LIBERIA**

### **The Five Domains of the Professional Standards**

The standards for teachers in Liberia are organized under five domains:

- Knowledge                      Teaching Skills                      Classroom Management
- Student Assessment and Evaluation                      Professional Ethics and Behavior

**(Professional Ethics and Behavior is at the core of the standards affecting all other domains.)**

#### **Domain 1: Knowledge**

##### *Domain Description*

*Knowledge refers to the content knowledge, the technical knowledge and practical understanding a teacher needs in order to carry out his or her duties.* The teacher.....

- a) Has sound knowledge of the content taught and a thorough knowledge of the subject matter he or she teaches.
- b) Has thorough knowledge of the National MoE Curriculum and applies this effectively in teaching, making connections across subject matters where applicable.
- c) Has basic knowledge of the philosophy of education in Liberia.
- d) Knows and applies the rules and policies of the Ministry of Education.
- e) Has thorough knowledge of the Constitution of Liberia.
- f) Has knowledge of theories of child development and child psychology including psychosocial issues and applies these in teaching.
- g) Has knowledge of approaches to teaching and learning and related methodologies and applies these in the classroom as appropriate.
- h) knowledge of the heritage, values, customs and traditions of Liberian society and how these affect individual students
- i) is aware of the importance of integrating psychosocial and vocational life skills into teaching to promote self-responsibility in students and help each student achieve his or personal best in life
- j) Has sound knowledge of the English language in spoken and written forms and is able to transfer that knowledge to students.

#### **Domain 2: Teaching Skills**

##### *Domain Description*

*Teaching Skills refers to the processes, strategies and techniques of planning and implementation of teaching and learning.* The teacher.....

- a) Is able to plan daily lessons with clear objectives as well as plan for the medium and long term.

- b) Is able to break down the curriculum into meaningful topics according to the instructional time available.
- c) Knows how to teach the basic skills of the core curriculum and helps students who have challenges in these areas.
- d) Is clear and comprehensible in the presentation of information, gives clear instructions and checks the learning of students.
- e) Makes learning enjoyable and challenging for students and sets high expectations in a spirit of friendly competition.
- f) Uses relevant and appropriate teaching aids and makes use of available modern technology to enhance learning.
- g) Uses student-centered methods, extracurricular activities, sport, play and drama to enhance better learning and child development.
- h) is able to make learning relevant and meaningful to students and relate it to their everyday lives by using real-life stories, local examples, materials, aids and resources

### **Domain 3: Classroom Management**

#### **Domain Description**

*Classroom Management refers to the strategies and implementation means used by the teacher to maintain a conducive teaching and learning environment. It includes classroom setting as well as all other arrangements to ensure proper behavior and interactions that enhance learning.*

The teacher...

- a) Makes sure that maximum time is spent on learning by getting and keeping students' attention, and by establishing routines to manage activities.
- b) Possesses good communication skills, presents new material clearly, and gives clear instructions and checks for understanding and output.
- c) Uses suitable counseling and disciplinary procedures and techniques of conflict resolution to deal with problems both in and out of the classroom.
- d) Ensures active participation by all students in the class through effective questioning techniques and the use of individual, pair and group work.
- e) Creates a positive atmosphere in the classroom conducive to learning and motivates students through appropriate supportive actions.
- f) Ensures that the physical environment of the classroom is as conducive to learning as possible.
- g) teaches each individual student in the class taking into account individual differences in learning style, abilities, ages, needs, skills, activities, prior knowledge, psychological needs skills, activities, prior knowledge, psychological needs and behavior, and manages large, mixed-ability and multi-level classes effectively.

### **Domain 4: Student Assessment and Evaluation**

#### **Domain Description**

*Student Assessment and Evaluation refers to the process of collecting, analyzing, interpreting and communicating information about students' performance using a range of tools to*

*indicate students' levels of achievement and to determine and improve the effectiveness of instruction.*

The teacher.....

- a) Follows students' progress and monitors improvement over time as a result of instruction.
- b) Is able to design appropriate valid and reliable assessment instruments.
- c) Involves students in evaluating their own work, and interprets and communicates grades to parents, guardians and school authorities through report cards or grade sheets.
- d) Gives students frequent, constructive feedback on their performances in a timely manner.
- e) Assesses and evaluates students in a fair and consistent manner, regardless of the individual differences between and amongst them and marks work and returns it in a timely fashion.
- f) Adheres to the Ministry of Education policy on promotion of students and composition of classes.
- g) Monitors students' progress through the setting of quizzes, assignments, class participation and tests (written or oral) and sets remedial work where necessary.
- h) Plans, conducts and administers valid and reliable tests.
- i) Keeps accurate records of grades to make decisions on students' progress.
- j) Makes informal assessments of students in the classroom on a regular basis.

## **Domain 5: Professional Ethics and Behavior**

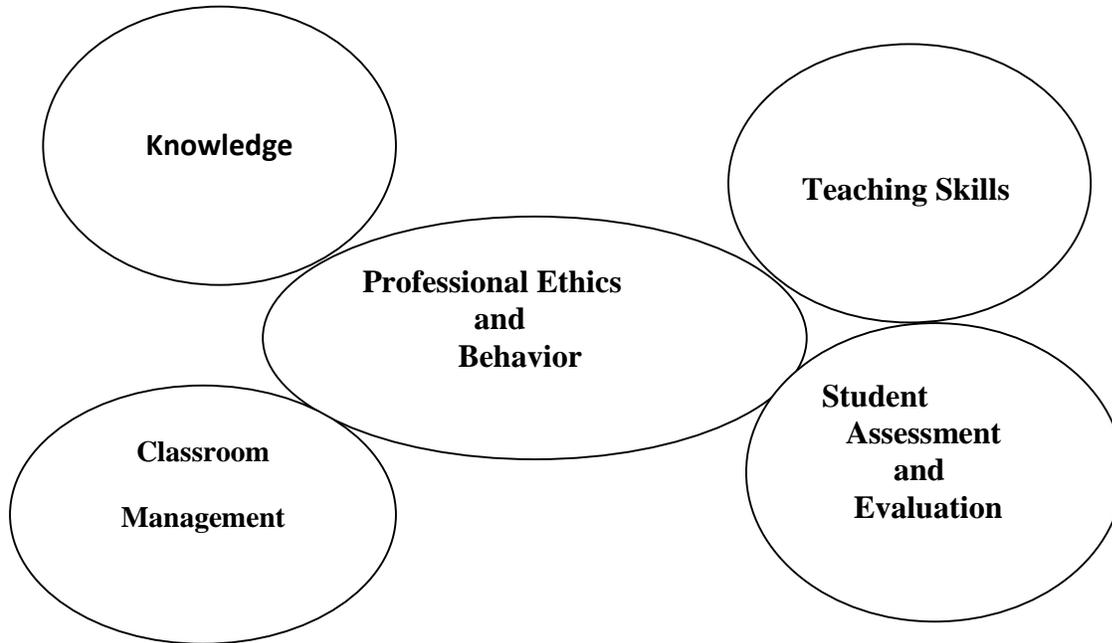
### ***Domain Description***

***Professional Ethics and Behavior refers to teachers' code of behavior as they carry out their duties. It includes good citizenship, dress code and the teacher's ability to interact with others and society at large. This code of conduct should be reflected in all the activities carried out by the teachers.***

The teacher.....

- a) Contributes to the life of the community and society at large and maintains good working relationships with students, parents, other staff and the school community.
- b) Is consistently aware of the importance of psychosocial issues such as ills in society and the home like rape, child abuse, forced labor at home and denial of access to learning facilities, and takes account of these in teaching.
- c) Reflects on his or her own practice in order to continue to improve and continuously seeks opportunities for professional development.
- d) Establishes and maintains a level of effective collaboration between and among fellow teachers.
- e) Recognizes and respects the cultural, religious and personal differences between and among students, parents and members of the community, valuing their diversities.
- f) Takes steps to address and resolve conflicts and problems that develop in the classroom and the community.
- g) Is a model of good citizenship following the rules of the Ministry of Education and the laws of the country and acts as a moral role model for his / her students and the community by being appropriately dressed, well- disciplined and patient minded.
- h) Addresses issues of child protection, matters concerned with health and safety and HIV/AIDS, STIs, substance abuse (drugs, smoking and alcohol and violence).

- i) Uses guidance and counseling skills to solve problems in the school and community and help students overcome challenges confronting them.
- j) Plans and executes his or her duties with diligence, commitment, dedication and fairness.



**B. RUBRIC FOR ASSESSING THE PROFESSIONAL STANDARDS FOR TEACHERS IN LIBERIA: SUMMATIVE SELF-ASSESSMENT (based on *The Professional Standards for Teachers in Liberia*)**

<b>SUMMATIVE SELF-ASSESSMENT</b>				
<b>Pre-service Student Teaching Experience</b>		<b>page 1 OF 3</b>		
<p><b>DIRECTIONS:</b> <i>Reflect on your teaching performance in all five domains and complete the Self-Assessment. Prepare to discuss your performance with your assessor and /or mentor teacher.</i> <b>Key:</b> U = Unsatisfactory N=Needs improvement S= Satisfactory P= Proficient</p>				
<b>Domain 1: KNOWLEDGE</b>	<b>U</b>	<b>N</b>	<b>S</b>	<b>P</b>
<i>Source: A Guide to Observation and Clinical Field Experiences , Booklet 26</i>				
a) has a basic knowledge of the philosophy of education in Liberia				
b) knows and applies the rules and policies of the ministry of Education				
c) has a thorough knowledge of the subject matter he or she teaches				
d) has a thorough knowledge of the Constitution of Liberia				
e) has a thorough knowledge of the national MOE curriculum and applies this effectively in teaching, making connections across the subject matter where applicable				
f) has knowledge of approaches to teaching and learning and related methodologies, and applies these in the classroom as appropriate				
g) has knowledge of theories of child development and child psychology, including psychosocial issues and applies these in teaching				
h) has knowledge of the heritage, values, customs and traditions of Liberian society and how these affect individual students				
i) is aware of the importance of integrating psychosocial and vocational life skills into teaching to promote self-responsibility in children and help each child achieve his or her personal best in life				
j) has sound knowledge of the English language in spoken and written forms, and is able to transfer that knowledge to students				
<b>Domain 2: TEACHING SKILLS</b>				
<i>Source: A Guide to Observation and Clinical Field Experiences , Booklet 26</i>				
a) is able to plan daily lessons with clear objectives as well as plan for the medium and long term				
b) translates the curriculum into relevant and appropriate instructional activities and is able to make the learning meaningful to the students and relate it to their everyday lives				
c) knows how to teach the basic skills of reading, writing and mathematics and helps students who have challenges in these areas				
d) is clear and comprehensible in the presentation of information, gives clear instructions and checks the learning of students				
e) makes learning enjoyable and challenging for students and sets high expectations in a spirit of friendly competition				
f) uses relevant and appropriate teaching aids and makes use of available modern technology				
g) uses child-centered methods, extracurricular activities, sport, play and drama to enhance better learning and child development				

h) uses local examples, materials, aids and resources, and tells real life stories on topics to make learning relevant for students				
<b>Domain 3: CLASSROOM MANAGEMENT</b> <i>Source: A Guide to Observation and Clinical Field Experiences , Booklet 26</i>	<b>U</b>	<b>N</b>	<b>S</b>	<b>P</b>
a) makes sure that maximum time is spent on learning by getting and keeping students' attentions, and by establishing routines to manage activities				
b) possesses good communication skills, presents new material clearly, gives clear instructions and checks for understanding and output				
c) uses suitable counseling and disciplinary procedures and techniques of conflict resolution to deal with problems both in and out of the classroom				
d) ensures active participation by all students in the class through effective questioning techniques and the use of individual, pair and group work				
e) creates a positive atmosphere in the classroom conducive to learning and motivates students through appropriate supportive actions				
f) ensures that the physical environment of the classroom is as conducive to learning as possible				
g) teaches each individual student in the class taking into account individual differences in learning style, abilities, ages, needs, skills, activities, prior knowledge, psychological needs, and behavior and manages large, mixed-ability and multi-level classes effectively				
<b>Domain 4: STUDENT ASSESSMENT AND EVALUATION</b> <i>Source: A Guide to Observation and Clinical Field Experiences , Booklet 26</i>	<b>U</b>	<b>N</b>	<b>S</b>	<b>P</b>
a) follows students' progress and monitors improvement over time as a result of instruction				
b) is able to design appropriate valid and reliable assessment instruments				
c) involves students in evaluating their own work, interprets and communicates grades to parents and school authorities through report cards or grade sheets				
d) gives students frequent constructive feedback on their performances in a timely manner				
e) assesses and evaluates students in a fair and consistent manner, regardless of the individual differences between and amongst them and marks work and returns it in a timely fashion				
f) adheres to the Ministry of Education policy on promotion of students and composition of classes				
g) monitors students' progress through the setting of quizzes, assignments, class participation and tests ( written or oral) and sets remedial work where necessary				
h) plans, conducts and administers valid and reliable tests				
i) keeps accurate records of grades to make decisions on child's progress				
j) makes informal assessments of students in the classroom on a regular basis				
<b>Domain 5 : PROFESSIONAL ETHICS AND BEHAVIOR</b> <i>Source: A Guide to Observation and Clinical Field Experiences , Booklet 26</i>	<b>U</b>	<b>N</b>	<b>S</b>	<b>P</b>

MANUAL

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a) contributes to the life of the community and society at large and maintains good working relationships with students, parents, other staff and the school community				
b) is consistently aware of the importance of psychological issues, such as ills in society and the home, like rape, child abuse, forced labor at home, denial of access to learning facilities, and takes account of these in teaching				
c) reflects on his or her own practice in order to continue to improve and continuously seeks opportunities for professional development				
d) establishes and maintains a level of effective collaboration between and among fellow teachers				
e) recognizes and respects the cultural, religious and personal differences between and among students, parents and members of the community, valuing their diversities				
f) takes steps to address and resolve conflicts and problems that develop in the classroom and the community				
g) is a model of good citizenship following the rules of the Ministry of Education and the laws of the country and acts as a moral role model for his/her students and the community by being appropriately dressed, well-disciplined and patient minded				
h) addresses issues of child protection, matters concerned with health and safety and HIV/AIDS, STIs, substance abuse (drugs, smoking and alcohol) and violence				
j) uses guidance and counseling skills to solve problems in the school and community and help students overcome challenges confronting them				
k) plans and executes his/her duties with diligence, commitment, dedication and fairness.				
<b>Other Reflective Observations:</b>				

**D. LTTP GUIDELINES FOR SCORING PRE-SERVICE BASIC SKILLS TEST :  
SAMPLE FORMAT TO FOLLOW**

<p><b>Excerpts: Part II Reading Comprehension</b></p>		<p><i>Written answers should be comparable to answers below but need not be exact.</i></p>	<p><i>Answers should be correct, and in complete sentences for full point credit. Do not take points off for grammatical or spelling errors</i></p>
<p><b>1</b></p>	<p><b>10</b></p>	<p><b>In complete sentences!</b></p> <p><b>a.</b> fishing / across the railway line to the river/ to the river</p> <p><b>b.</b> a tree was crossing the railway line</p> <p><b>c.</b>to warn/stop the train/remove the tree before the train came, etc.</p> <p><b>d.</b> started a fire with the tree branches to warn the train driver (waving hands was done, but it did not alone solve the problem)</p> <p><b>e.</b> (open answer)</p>	<p>a. 1 point (correct answer in complete sentence) Half point (incomplete sentence)</p> <p>b. 1 point (correct answer in complete sentence) Half point (incomplete sentence)</p> <p>c. 2 points (complete sentence with appropriate response about the <u>problem</u>) 1 point (incomplete answer or not a complete sentence)</p> <p>d. 3 points (complete sentence with appropriate response about the <u>solution</u>) 2 points (correct but not well articulated complete response) 1 point (correct but not a complete sentence)</p> <p>e. 3 points 1 point (<u>yes</u> answer or implied <u>yes</u>, but 0 points for <u>no</u> unless answer explained) + 2 points (reasonable explanation of why in complete sentence) OR +1 point (incomplete sentence of explanation of why)</p>
<p><b>2</b></p>	<p><b>10</b></p>	<p><b>In complete sentences !!!</b></p> <p><b>a.</b> charges of sabotage and conspiracy</p> <p><b>b.</b> a democratic and free society in which all persons live together in harmony and with equal opportunities</p>	<p><b>2 points (each correct answer in a complete sentence)</b></p> <p><b>1 point (correct answer but incomplete sentence)</b></p>
<p><b>Part III</b></p>			

Writing		
1	20	<p><b>Use the following scoring rubric for each key element 4 points -</b></p> <p><b><u>Correctly addressed letter heading</u></b></p> <ul style="list-style-type: none"> <li>- 2 points for correct sender heading</li> <li>- 2 points for correct recipient heading</li> <li>- deduct one point for each heading if incomplete or incorrect or poorly spelled or formatted</li> </ul> <p><b>2 points – <u>Correct salutation</u></b></p> <ul style="list-style-type: none"> <li>- Dear Sir, Dear Madam, Dear Mr./Mrs. X, or appropriate equivalent is fine. Colon: or Comma, is acceptable.</li> <li>- Deduct points for lack of punctuation or inappropriate salutation. No points if absent.</li> </ul> <p><b>2 points – <u>Appropriate complimentary closing</u></b></p> <ul style="list-style-type: none"> <li>- Sincerely yours, Respectfully yours, or a reasonable equivalent is fine preceding the name of signature.</li> <li>- Deduct 1 point for lack of punctuation or slightly inappropriate closing.</li> <li>- No points if absent or if the salutation is something like “It’s”</li> </ul> <p><b>4 points – <u>Complete, logically-composed case for support</u></b></p> <ul style="list-style-type: none"> <li>- Consider factors such as clearly articulated</li> <li>(1) introduction related to why the letter is being sent</li> <li>(2) qualities of the child that should be considered</li> <li>(3) case for why the donor should support the child’s studies .... and</li> <li>(4) the writer’s sequence and use of paragraphs to organize presentation.</li> </ul> <p><b>4 points – <u>Complete sentences in the body of the letter</u></b></p> <ul style="list-style-type: none"> <li>- 4 points for all complete, coherent sentences</li> <li>- 3 points for complete sentences</li> <li>- 0 to 2 points for inconsistent use of sentence structure or presence of sentence fragments</li> </ul> <p><b>4 points – <u>Correct spelling and punctuation in body of letter</u></b></p> <ul style="list-style-type: none"> <li>- Use general rule of 1 point deduction for each 1-3 errors unless the body of the letter is short and errors are disproportionate to amount of text. Circle all errors to assist scoring. Minimum score is 0 points.</li> </ul>
2	20	<p><b>Use the following scoring rubric for each key element:</b></p> <p><b>2 points – <u>Identification of the person written about</u></b></p> <ul style="list-style-type: none"> <li>- 1 points for the identification of the person</li> <li>- 1 point for description of the person and/or the link to the writer</li> </ul> <p><b>3 points – <u>Clear set of the qualities or reasons for admiring the person</u></b></p>

		<p>- Award points based on the level of detail and clarity of the rationale for admiring or respecting this person</p> <p><b>3 points – <u>Clear presentation of how the person has affected the writer</u></b></p> <p>- Award points based on the level of detail and clarity regarding the effect on the writer (Note this is different than the reasons for admiring)</p> <p><b>4 points – <u>Clear, logical organization of thoughts</u></b></p> <p style="padding-left: 40px;">Consider factors such as:</p> <p style="padding-left: 40px;">(1) logical sequence</p> <p style="padding-left: 40px;">(2) use of paragraphs to effectively organize presentation</p> <p style="padding-left: 40px;">(3) convincingly written composition</p> <p><b>4 points – <u>Complete sentences in the body of the letter</u></b></p> <p>- 4 points for all complete, coherent sentences</p> <p>- 3 points for complete sentences</p> <p>- 0 to 2 points for inconsistent use of sentence structure or presence of sentence fragments</p> <p><b>4 points – <u>Correct spelling and punctuation in body of letter</u></b></p> <p>- Use general rule of 1 point deduction for each 1-3 errors unless the body of the letter is short and errors disproportionate to amount of text. Circle all errors to assist scoring. Minimum score is 0 points.</p>
<b>Total score</b>	<b>103</b>	<b>Assume 100 points</b>

**D.LTTP GUIDELINES FOR SCORING PRE-SERVICE BASIC SKILLS TEST: SAMPLE FORMAT TO FOLLOW**

**MATH COMPETENCY EXAM**

Questions	Work space
1. Add: a. $8+5 =$ _____ b. $14+7 =$ _____ c. $24 + 72 =$ _____ d. $93 + 39 =$ _____ 2. Subtract: a. $7 - 3 =$ b. $16 - 9 =$ c. $78 - 24 =$ d. $61 - 29 =$	1. <b>One point each</b> <span style="float: right;"><b>Total 4</b></span> a. 13 b. 21 c. 96 d. 132 2. <b>One point each</b> <span style="float: right;"><b>Total 4</b></span> a. 4 b. 7 c. 54 d. 32
3. Fractions: a. $\frac{1}{2} + \frac{5}{2} =$ b. $\frac{3}{4} + \frac{1}{4} =$ c. $\frac{2}{3} + \frac{5}{6} =$ d. $\frac{3}{5} + \frac{1}{4} =$	3. <b>One point each</b> <span style="float: right;"><b>Total 4</b></span> a. either is correct $\frac{6}{2}$ or 3 b. either is correct $\frac{4}{4}$ or 1 c. all three are correct d. $\frac{9}{6}$ or $1\frac{3}{6}$ or $1\frac{1}{3}$ $\frac{17}{20}$
4. Multiply: a. $6 \times 7 =$ b. $16 \times 6 =$ c. $11 \times 13 =$ d. $154 \times 10 =$	4. <b>One point each</b> <span style="float: right;"><b>Total 4</b></span> a. 42    b. 96    c. 143    d. 1,540
<b>Questions</b>	<b>Answers</b>
5. Divide: a. $8 \div 2 =$ b. $21 \div 3 =$ c. $75 \div 5 =$ d. $240 \div 15 =$	5. <b>One point each</b> <span style="float: right;"><b>Total 4</b></span> a. 4    b. 7    c. 15    d. 16
7. Equality and inequality: Put the correct symbol, > or <, or = between the numbers: a. $\frac{5}{9}$ $\frac{1}{2}$ b. $\frac{32}{32}$ 1 c. -18    2    d. $\frac{5}{5}$ $\frac{15}{10}$	7. <b>One point each</b> <span style="float: right;"><b>Total 4</b></span> a. >      b. = c. <      d. <

MANUAL

8. Which numbers below are prime numbers? <b>9, 10, 11, 19, 21, 23, 25</b>	<b>8. One point each</b> <b>Total 3</b> <b>Deduct 1 for each incorrect. Minimum score = 0</b> <b>11, 19, 23</b>
What is <b>one half of 0.8?</b>	<b>9. One point each</b> <b>Total 1</b> <b>0.4</b>
10.a. Round off to the nearest ten: 662  b. Round off to the nearest whole number                      64.55	<b>10. One point each</b> <b>Total 2</b>  <b>a. 660</b> <b>b. 65</b>

11. Fill in the blank spaces with the equivalent fraction, decimal or percent in each row.  
 One point each                      Total = 6

Fraction	Decimal	Percent
1/2	0.5	50%
3/4	0.75	75%
<b>93/100</b>	<b>0.93</b>	93%
7/2	<b>3.5</b>	<b>350%</b>

12. Mr. Kay makes 10% of the price of each water pump he sells. If the price of the pump is \$1340:  
 a. How much does he make on each pump? **\$134**  
 b. If he sells two pumps each day, how much money does he make  
 in **three days?** **\$804**                      ( 12. **Two point each**                      **Total 4)**

13. Factor:

- a.  $6 + 2x =$                        **$2(3 + x)$**   
 b.  $3x + 12y =$                        **$3(x + 4y)$**   
 c.  $(x^2 - 25) =$                        **$(x + 5)(x - 5)$**   
 ( 13. **Two point each**                      **Total 6)**

14-19. **Please show your work**

Question	Work space
14. Add:                      49.67 + 142.66	<b>14. Two point each</b> <b>Total 2</b>

	<b>192.33</b>	
15. Subtract: $145.70 - 36.06$	15. <b>Two point each</b> <b>109.64</b>	<b>Total 2</b>
16. Multiply: $43.26 \times 100 =$	16. <b>Two point each</b> <b>4,326</b>	<b>Total 2</b>
17. Change this scientific notation to a whole number: $7.2567 \times 10^4 =$	17. <b>Two point each</b> <b>72,567</b>	<b>Total 2</b>
18. Exponents: $a \cdot a \cdot a \cdot a \cdot a \cdot a =$	18. <b>Two point each</b> <b><math>a^6</math></b>	<b>Total 2</b>
19. Solve for x: $5x - 15 = 3x + 9$	19. <b>Two point each</b> <b><math>5x - 3x = 15 + 9</math></b> <b><math>2x = 24</math>                      <math>x = 12</math></b>	<b>Total 2</b>

20. Geometry: Area and Perimeter

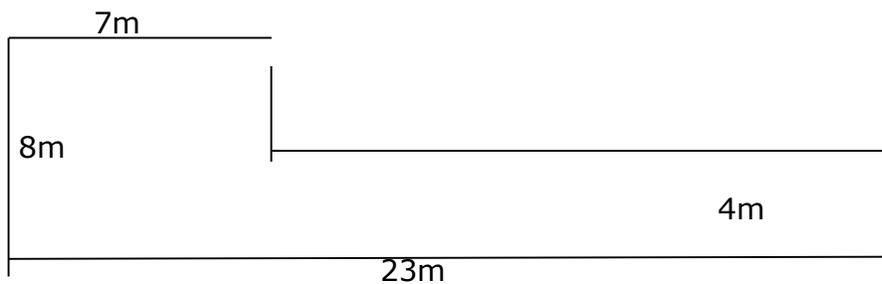
a. Find the length in meters of the fence around the field below:

b. Find the area in square meters of the field below:

*Hint: think of it as two pieces of land next to each other*

**Answers, a. 62 m b. 120 m<sup>2</sup> 2 points each Total 4**

**Please show your work.**



21. Geometry: Angles In the figure below:

a. Name one pair of angles below that are equal: **<2 and <4**  
**List only ONE PAIR or <1 and <3**

b. What is the sum of the measures of **<3 and <4?** **180°**

1

4

2

3

/  
—

\  
—

( 21. **Answers, 2 points each**

**Total 4)** —

**E. SESSION EVALUATION FORM: EVALUATION CRITERIA FOR DETERMINING ADEQUACY OF A SESSION PLAN  
LIBERIA TEACHER TRAINING PROGRAM (LTTP)**

**DIRECTIONS: TO THE TRAINER & THE ACADEMIC DEAN**

*This chart is to be used to evaluate EACH of the SESSION PLANS that have been developed. Using this chart will aid in the refinement of the draft Session Plan.*

1. After writing the Session Plan, review the SESSION PLAN for the details listed below.
2. Determine the adequacy of the SESSION PLAN. (Suggestion: consult a peer or mentor. 0
3. Provide comments for improvement, if applicable. Be specific. Please offer suggestions.

Component \_\_\_\_\_ Module \_\_\_\_\_

Session # \_\_\_\_ of \_\_\_\_ Topic \_\_\_\_\_

Time allotted for Session \_\_\_\_\_ Total Time for Module \_\_\_\_\_

**Evaluation Criteria for Determining Adequacy of a Session Plan**

Criteria	Adequate	Needs Improvement	Comments
<b>Clarity and Specificity of Objectives</b> States tasks to be performed or skills/concepts to be learned			
<b>Aligned to the Professional Teacher Standards</b> Each objective is key to district and/or state assessment			
<b>Evidence of the Prerequisite Knowledge Skills and Attitudes</b> States specific prerequisites or describes skills/concepts required prior to learning			
<b>Method of teaching and Approaches for Classroom are used</b> Provides general suggestions for approach			
<b>Instructional resources linked to objectives</b> Provides evidence of appropriate and interactive teaching aids			
<b>Learning Activities are sequentially and appropriately stated</b> Provides enough activities to accomplish objectives			

4/08 c.w.a.LTTP ( adapted from Chapel Hill-Carrboro City School District Curriculum Guide Template )

**F. MEASURING AND TRACKING STUDENT PERFORMANCE IN THE LIBERIA  
TEACHER TRAINING PROGRAM AT THE RURAL TEACHER TRAINING  
INSTITUTES**

\*MEASURING STUDENT PERFORMANCE IN THE LIBERIA TEACHER TRAINING PROGRAM  
BEGINS WITH THE BASIC SKILLS TEST /SCREENING TESTS. IT ENDS WITH THE COMPREHENSIVE  
EXAMINATIONS AND THE EXIT LITERACY TESTS.

**NATIONAL BASIC SKILLS TEST RESULTS/ANALYSES**

**TEST DATE: JUNE 15, 2011**

**NATIONAL BASIC SKILLS TESTS**

**ENGLISH  
QUARTILE**

**MATH  
QUARTILE**

COUNTY	# on list	A # C T E U S A T L S	1 <sup>ST</sup> (1 -17)	2 <sup>ND</sup> (18 -35)	3 <sup>RD</sup> (36 - 39)	4 <sup>TH</sup> (50 - 70)	# on list	A # C T E U S A T L S	1 <sup>ST</sup> 1- 25	2 <sup>ND</sup> 26- 50	3 <sup>RD</sup> 51- 75	4 <sup>TH</sup> 76- 100
BONG	59?	60	27	27	3	-0-	59?	60	7	42	9	1
GRAND BASSA	89	89	52	33	4	-0-	89	89	16	45	25	3
GRAND GEDEH	181	181	33	138	10	-0-	10	181	56	90	25	0
GRAND KRU	155	155	110	43	1	1	155	155	44	84	25	2
LOFA	60	60	32	27	1	0	60	60	15	38	7	0
MARGIBI	12	12	5	6	1	0	12	12	2	5	5	0
MARYLAND	135?	137	107	25	2	1	135 ?	137	46	72	12	5
MONTERRADO	93	93	42	43	8	0	93	93	27	49	16	1
NIMBA	125?	135	59	57	9	0	125 ?	135	22	75	25	4
RIVER CESS	132?	127	36	55	32	9	124 ?	127	77	49	62	2
RIVER GEE	154?	156	56	86	12	0	155 ?	156	21	85	44	5
SINOE	310?	315	129	140	33	8	292 ?	315	73	163	53	3
<b>TOTAL</b>	<b>1,505</b>	<b>1,530</b>	(687)	(680)	(11 6)	(20)	1,311	<b>1,520</b>	406	797	308	26
			45 %	44 %	8 %	01 %			3 %	52 %	20 %	2%

07/09/'11 c.w.a./LTTP

**F. MEASURING AND TRACKING STUDENT PERFORMANCE IN THE LIBERIA TEACHER TRAINING PROGRAM AT THE RURAL TEACHER TRAINING INSTITUTES (CONTINUED)**

Uses of the results are to determine the level of reading, writing and math skills of the beginning trainee/pre-service candidate has developed. A chart similar to the one above should be completed as part of the report to the office of teacher education and certification . The individual scores are listed separately by county and by candidate. The information regarding those candidates who fell within the established “passing” score/quartile is compiled and forwarded to the minister of teacher education and/or to the assistant minister of teacher education. The established practice is for the office of teacher certification to certify the recommended “passing score” for each cohort and authorize notification to candidates of their acceptance into the pre-service or in-service training program.

The individual scores are ultimately shared with the by the respective counties served. This data is highly useful in planning instruction and tutoring sessions for the trainees. RTTI academic management team. Then, the most expedient and productive follow-up is to administer the same tests after intervention ( tutoring, self-help, etc.) has been given over a pre-determined period of time. Measuring the difference/gains in test scores ( reading and math ) is the end result.

During staff development sessions, trainers and the RTTI academic management are trained to keep track of each student’s performance in a continuous assessment cycle. Up-dated and on-going record-keeping and feedback to the trainees is an important part of this measuring and tracking of student performance. It is the responsibility of the RTTI academic management team ( director, academic dean, department chair) and the office of teacher education and certification to monitor trainer’s record-keeping on at least a quarterly basis . Another example of having the training program focus on the tracking of student performance follows. The class of 2011-2012 (see: basic skills test data in the above chart) is listed below.

A diagnostic reading test was given to this class as a precursor to the discussions of the need to introduce reading classes/laboratory tutorials into the pre-service training program.

**GATES- MacGINITIE DIAGNOSTIC READING TESTS, LEVEL 2, 7/9 FORM S,  
CLASS SUMMARY RECORD, 2012  
WRTTI (03/01/'12)**

**Test Dates: KRTTI (02/12/'12)**

**ZRTTI (02/16/'12)**

	# test- ed	1.0 - 1.9	2.0- 2.9	3.0- 3.9	4.0- 4.9	5.0- 5.9	6.0- 6.9	7.0- 7.9	8.0- 8.9	9.0 - 9.9	10.0- 10.9	11.0 - 11.9	12.0 - 12.9	PHS
KRTTI	249		7/ 0.028	20/ 0.08	64/ 0.257	61 /0.24	52/ 0.20	28/ .10	16/ .06	3/ .01			2/ .008	2/ .008

MANUAL

WRTTI	76	2/ .026	11/ 0.14	22/ 0.28	25/ 0.328	9/ .118	5/ 0.65	1/ 0.01					1/ 0.01	
ZRTTI	207	2/ .009	26/ 0.12	47/ 0.22	47/ 0.22	43/ 0.207	18/ 0.086	11/ .05	10/ .048	3/ .01				1/ .004
TOTAL	532	4/ .007	44/ 0.08	89/ 0.16	136 / 0.25	113 / 0.21	75/ 0.14	40/ 0.07	26/ 0.04	6/ 0.01			3/ .005	3/ .005

**VOCABULARY**

**COMPREHENSION**

	# test- ed	1.0- 1.9	2.0- 2.9	3.0 - 3.9	4.0- 4.9	5.0- 5.9	6.0 - 6.9	7.0- 7.9	8.0- 8.9	9.0 - 9.9	10.0- 10.9	11.0 - 11.9	12.0- 12.9	PHS
KRTTI	249	4/ .016	32 /.128	80/ .32	87/ .349	33/ 0.13	6/ .025	6/ .025	1/ .004					
WRTTI	76	2/ .026	17/ 0.22	40/ 0.52	15/ 0.19	2/ .026	1/ 0.01							
ZRTTI	207	9/ 0.04	63/ .30	86/ 0.41	31/ 0.149	5/ 0.02	9/ 0.04	1/ .004		1/ .004				
TOTAL	532	15/ 0.028	112 /0.21	20 6/0. 387	133 / 0.25	40/ 0.075	16/ 0.03	7/ 0.01	1/ .001	1/ .001				

Note (1): ZRTTI- 2 did not take this test WRTTI Error margin = +1 & @ 20 persons did not take the test Note (2): PHS= Post High School

**INTERPRETATION/ANALYSES**

The significance of the reading test scores above for the 2011-2012 pre-service trainees is that it was given in February of the academic year. The diagnostic test which was administered is normed on grade levels seven through nine ( 7 – 9). Approximately 48% of these students scored between grades five and eight in vocabulary. Seventy-eight percentage scored between grades five and seven in comprehension.

Note that these trainees ( and those tested with them) scored mostly in the 1<sup>st</sup> and 2<sup>nd</sup> quartile in English ( reading related) and over half scored in the 2<sup>nd</sup> quartile in Math .

The dialogue that was begun with the Ministry of Education after discussion with the Academic Dean was that the next step for that class (2011-2012) would be to formalize tutoring campus-wide in reading comprehension. One key mechanism would be individualized reading, laboratory-based lessons. Much discussion needs to be done in this area. The premise is that teachers of reading must be able to read, also.

Notably, this same diagnostic test was given to the trainers. They scored their own tests , with instruction, and much meta-cognitive related discussion took place about the trainers' own needs to work on their reading skills.

The conclusion is that the Pre-service C-certificate curriculum is written primarily with the high school graduate in mind. **This means the trainee is expected to be able to read and comprehend the material.** Given the test results from the early screening, follow-up testing and general trainer documented observations, one of the general conclusions is that more tracking and intervention must be done throughout the academic year . The goal is to produce literate, effective teachers for Liberia's children.

**G. LIBERIA TEACHER TRAINING PROGRAM TEACHER/TRAINER EVALUATION FORM -6/2008/ REVISED 2012**

**NOTE: THIS FORM IS USED TO EVALUATE NEW HIRES/ SUGGESTED USE IS TO ADAPT TO FOLLOW-UP/ SUBSEQUENT EVALUATION OF TRAINERS IN REGARDS TO CLASSROOM PERFORMANCE**

**Liberia Teacher Training Program (LTTP)  
TEACHER/TRAINER EVALUATION FORM**

Name \_\_\_\_\_ Date of Birth \_\_\_\_\_

Position Applied for ( new applicants only) \_\_\_\_\_

Date of Evaluation \_\_\_\_\_ Preferred Location \_\_\_\_\_

1<sup>st</sup> Choice \_\_\_\_\_ 2<sup>nd</sup> Choice \_\_\_\_\_ Recommended \_\_\_\_\_

**Rating**

- 4 The teacher exceeds the required standard in this field and meets all of the required criteria**
- 3 The teacher meets the required standard in this field.**  
The teacher may require further development in **one of the criteria areas.**
- 2 The teacher does not quite meet the required standard in the field.**  
The teacher requires development in **some of the criteria.**
- 1 The teacher does not meet the required standard in this field**  
The teacher requires development in all criteria.

**DIRECTIONS: Circle one rating for each criteria in each category**

<b>Time and Attendance</b>				
Teacher attends all lessons	4	3	2	1
Teacher maintains good time keeping	4	3	2	1
Teacher meets all deadlines for the submission of work	4	3	2	1
ACTUAL TOTAL =				
COMMENTS:				
<b>Working with others</b>				
Teacher works well with others in pairs and groups	4	3	2	1
Teacher contributes to class discussion	4	3	2	1
Teacher demonstrates respect for the view and opinions of other teacher in class	4	3	2	1
Teacher demonstrates facilitation skills that allow others to participate with minimum instruction	4	3	2	1
ACTUAL TOTAL =				
COMMENTS:				
<b>Presentation Skills</b>				

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Teacher confidently and professionally present	4	3	2	1
Teacher speaks clearly and demonstrates positive open body	4	3	2	1
Teacher demonstrates charisma as a presenter and engages the audience	4	3	2	1
ACTUAL TOTAL= COMMENTS:				
<b>Personal Attributes</b>				
Teacher maintains a professional image throughout the training	4	3	2	1
Teacher demonstrates responsibility for their own learning	4	3	2	1
Teacher remains free of drink or drugs during the training	4	3	2	1
Teacher accepts and uses positive and constructive comments about themselves	4	3	2	1
ACTUAL TOTAL = COMMENTS:				
<b>Application of New Learning</b>				
Teacher demonstrates an acceptable level of understanding of the content of the courses/sessions	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Teacher contributes to the development of new ideas and learning	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Teacher demonstrates the ability to take and follow instructions	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
ACTUAL TOTAL = COMMENTS:				
<b>Academic Performance</b>				
Teacher completes all assigned work in a timely manner	4	3	2	1
Teacher completes all assigned work to a high level, demonstrating understanding	4	3	2	1
Teacher shows creativity within assigned work, and the ability to adopt and generate new ideas	4	3	2	1
Teacher demonstrates an acceptable level of literacy	4	3	2	1
ACTUAL TOTAL= COMMENTS				

**NOTE: This form is used by trainees to provide input regarding assessment of the trainer(s) in whose classes they have participated.**

**LIBERIA RURAL TEACHER TRAINING INSTITUTES  
TEACHER EVALUATION FORM, 2010-2011**

Institution: \_\_KRTTI \_\_ZRTTI \_\_WRTTI                      Date: \_\_\_\_\_  
Name of Respondent \_\_\_\_\_ (optional)

Your Class \_\_\_\_\_ County: \_\_\_\_\_  
Your Primary e Trainers: 1. \_\_\_\_\_ 2. \_\_\_\_\_

**DIRECTIONS: Please rate EACH trainer in whose class you participated on a scale of 1 to 5.  
Write the number of your choice in the box.**

**1= Strongly Disagree    2= Disagree    3= Sometimes    4= Agree    5=Strongly Agree**

NAME of Trainer	S Y L V E S T E	S Y L V A N U S	H E N R I E T A	S Y L V E S T E R	Allison P.J.  S M I T H	J S E P h	M A S S A Q U O I	O L A T U N D E	M I T C H E L L	Clyd e  C O O P E R	Gertrude  S M A R T E	D O R O T H Y  Jackson
<b>TEACHING TECHNIQUES</b>												
Utilizes notebook and/other guides effectively												
Demonstrates mastery of content												
Makes effective use of a variety of available materials												
Gives clear ,practical demonstrations												
Provides for student participation												
Uses logical, purposeful and thought provoking questions												
<b>Effective Planning</b>												
Shows evidence of preparation												
States directions clearly and is organized												
Arrives in school at least 15 minutes before class												
<b>Student-Teacher Relationship</b>												
Maintains student interest and attention												
Maintains a friendly and respectful teacher-student relationship												

## **SCHOOL AND PROGRAM GENERAL OBSERVATION AND EVALUATION FORM**

The Demonstration Schools are Placement Schools for the Rural Teacher Training Institutes (RTTI). In 2012, LTTP/USAID , in collaboration with the Deputy Minister of Instruction initiated a review of Demonstration School resources. The vision and intent of Dr. Mator Kpangbai, Deputy Minister of Instruction (2011) was to work with the Office of Teacher Education and Certification and LTTP to evaluate and upgrade these schools, ultimately, to create model schools and training/staff development centers. Resources would be allocated/reallocated, based on the results of the evaluations. LTTP assisted the Ministry of Education in designing the process and the form based on Liberian Education Law. The process has significance and future possibilities for evaluating all schools in Liberia, but especially those to whom the Pre-service trainees are assigned. The design of the form/process was based on Liberian Education Law ( 2010), *Section 2.5 Classification of Schools*, which included the following mandate:

1. *There should be created in accordance with this Act a Board of School Accreditation with the authority to monitor, evaluate, and classify all schools operating under the jurisdiction of the Ministry. The Government shall strive to provide all public schools with the resources and materials needed for Satisfactory performance under the following criteria: ( see: the following chart, page 2)*

### **Procedures**

A briefing session was held in the Principal of the Demonstration School's office with the designated evaluation team. A form , |"***School and Program General Observation and Evaluation Form***" was developed and used to guide the initial assessment process. Each team member was given a specific assignment during the classroom and facility observations. After the assessment tour of approximately two hours was completed, the team reconvened to debrief and give reports on the observations. Written notes were collected and are tabulated in this report.

### **Document: School and Program General Observation and Evaluation Form**

Reference: Section 2. 5 Classifications of Schools ,***Ministry of Education, Republic of Liberia. Education . Reform Act-Education Act of 2010.***

***Note: This part of the observation and assessment visit was conducted on the premise that the vision is that all Demonstration School's at the Rural Teacher Training Schools should be exemplary. Subsequently, the Ministry of Education's current criteria for a Class a school is used for as part of this assessment.***

**Section 2.51 Class-A Schools**

1. Class-A schools shall be those schools meeting the following requirements:

- \_\_\_ A. **Adequate seating facilities** for all students and teachers including armchairs  
With backrests, desks, chairs, benches, and tables
  
- \_\_\_ B. **Spacious and serviceable libraries or reading rooms** for students and  
Teachers equipped with state of the art technology, fully supplied with,  
Books, current periodicals, other reading aids, and instructional materials
  
- \_\_\_ c. **Operative science laboratory** with an adequate supply of equipment and  
Consumables
  
- \_\_\_ D. **Effective language laboratory**
  
- \_\_\_ E. **Spacious kitchen**, adequate food storage, eating and food preparation  
Utensils and dining room facilities
  
- \_\_\_ F. **Relevant teaching aids or materials** that include copies of Ministry  
Of Education Curriculum
  
- \_\_\_ G. **Adequate supply of clean water** for drinking and washing
  
- \_\_\_ H. **Clean, conducive and sanitary environment**
  
- \_\_\_ If. **Sports and Athletics facilities** that include a football field, basketball/  
Volleyball courts, etc.
  
- \_\_\_ J. **Spacious auditorium**
  
- \_\_\_ K. **Spacious and well-ventilated classrooms**
  
- \_\_\_ L. **Well-lighted classrooms**

\_\_\_ 2. No school shall be certified as a Class A-school that does not meet the requirements stated  
Above and whose administrators do not hold a minimum Bachelor's Degree in Education or  
Its equivalent

\_\_\_ 3. Class-A Schools must have at least ninety percent (90%) of its students pass the West  
African Examination Council (WAEC) exams at the first sitting. Additionally, 20% of the  
Students must pass in levels one and two. Failure to acquire this level would result in a  
Probation level a classification.

**Section 1.9 Primary Education (Lower Basic Education)**

\_\_\_ Each Primary School shall have its own administration headed by a Principal and consisting of a Vice Principal , and a teaching staff that meets the minimum qualification prescribed by the Ministry

\_\_\_ Continuous assessment of all primary level pupils shall be conducted in accordance with guidelines established by the Ministry and distributed to all primary schools

\_\_\_ All primary schools shall conform to minimum stipulated national standards or be closed down in keeping with criteria provided herein under separate heading

\_\_\_ Each primary school shall have a Parent-Teacher Association

\_\_\_ A Guidance Counselor or teacher trained in guidance and counseling shall be attached to each primary school

\_\_\_ A Physical Education teacher or teacher trained in Physical Education and Health shall be attached to each primary school

**Source: Ministry of Education, Republic of Liberia. Education Reform Act-Education Act of 2010. ( The objective of this project is to reform the current Education Act of Liberia and previous Education Acts. This document is a working draft of the 2010 Education Reform Act for Liberia).**

**Evaluation Questions and Variables**

<b>Evaluation Questions</b>	<b>Variables</b>
<p>1. What are the instructional objectives?</p> <p>2. What is the total number of hours of instruction provided?</p> <p><b>EXAMPLE:</b> The teachers , as a whole , reported the following schedule for grades 1 - 6:</p> <p><b>Math      3 periods per week 45 mins. each</b> <b>English    5 periods per week 45 mins. each</b></p>	<p>Instructional Goals and Objectives</p> <p>Number of Hours ( reported weekly)</p> <p><b>EXAMPLE:</b> <b>Math= 135 minutes or 2 hrs. 15 minutes.</b> <b>English= 225 minutes or 3 hours, 45 minutes</b> <b>Social Studies= 180 minutes or 3 hrs.</b> <b>Science= 225 minutes or 3 hours, 45 minutes</b></p>

<p><b>Social Studies: 4 periods per week 45 mins. each period</b>  <b>Science: 5 periods per week 45 mins. each</b></p>	
<p>3. What is the instructor/student ratio?  <b>EXAMPLE:</b>          The teacher/student ratio is 1 teacher to the # of students in the classroom (seen during this assessment visit today).</p> <p><b>Grade 1 1:41 1:35</b>  <b>Grade 2 1:40 1:37</b>  <b>Grade 3 1:59 1: 61</b>  <b>Grade 4 1:43 1: 47</b>  <b>Grade 5 1:43 1:41</b>  <b>Grade 6 1:43 1: 51</b>  <b>Total # of teachers= 18 ( 12 in-class today)</b>  <b>Total # of students = 594</b></p> <p>4... What are the qualifications and experience of the teacher(s)?  <b>41 teachers ( not including principal)</b>  <b>(20 teachers: a.m. and 21 teachers: p.m.)</b></p>	<p>. How many students are exposed to the instructional unit?  <b>EXAMPLE:</b>          Number of Students Per Class</p> <p><b>Grade 1 (76) 1A= 41 1B= 35</b>  <b>Grade 2 (77) 2A=40 2B= 3All</b>  <b>Grade 3 (120) 3A=59 3B=61</b>  <b>Grade 4 (90) 4A= 43 4B=47</b>  <b>Grade 5 (84) 5A=43 5B=41</b>  <b>Grade 6 (102) 6A=51 6B=51</b></p>
<p>Do teachers have necessary qualifications to meet the needs of the students?  <b>EXAMPLE:</b></p> <p>A list of teachers shows :  <b>1 teacher =B. Sc.</b>  <b>3 teachers=A.A.</b>  <b>5 teachers=B Certificate</b>  <b>1 teacher= A.A./B Certificate</b>  <b>31 teachers= C Certificate</b></p>	<p>Background and Experience of Teachers</p> <p><b>Fifteen (15) teachers have documents on file.</b></p> <p><b>There are no documents on file for 26 of the 41 teachers to validate the degrees or certificates.</b></p> <p><b>Eight (8) of the teachers do not have any file at all.</b></p> <p><b>Three (3) teachers have letters in their files in lieu of documents</b></p>

<p>5. What kind of staff development and training are provided to teachers?  <b>The list of workshops provided show no indication that on-going staff development takes place, i.e. regular curriculum workshops, teaching methodology, assessing learning, etc.</b>                  Are development and training appropriate and sufficient?  <b>There is no concrete evidence that the teachers are exposed to professional development activities that enhance their teaching performance in the content areas.</b></p>	<p>Staff Development and Training Activities</p> <ol style="list-style-type: none"> <li>1. 5 day training of teachers in psychosocial helping skills ( YMCA)</li> <li>2. Workshop: Classroom Management ( Rufus Duo/Adisa Beatty, Dec. 2010)</li> <li>3. Testing &amp; Evaluation ( August/Sept. 2010)R. Duo, J. Appleton, Shaffa, Momo)</li> <li>4. Early Childhood ( Mentee Foundations)</li> <li>5. Early Childhood ( Friends of Liberia)</li> <li>6. Gender Based Violence (Lango Lipi H.S). ( Date unknown, 2010)</li> </ol>
<p>6. Did the curriculum as taught follow the original plan?  <b>No evidence of a curriculum plan. Another visit is needed to determine the extent to which the teaching matches the curriculum. Lesson plans were reviewed in many of the classrooms. Many were up-to-date, however one observer noted lesson plans what were not current.</b></p> <p>Is curriculum appropriate?  <b>Classrooms observed seemed to be delivering content and topics that were age and grade appropriate .</b></p>	<p>Description of Instruction                  ( see: below)</p>
<p>-7. What instructional methods and materials are used?  <b>Curriculum guides and materials were not seen in these classrooms. Very little evidence of these teaching materials was viewed in the teacher’s workroom, the RTTI library or the principal’s office ( no resource materials seen in that office).</b></p> <p>Are the methods appropriate?  <b>Group work was observed in one or two classrooms. Most of the classes used the traditional method of teaching , i.e, having the students copy from the chalkboard -</b></p>	<p>Description of Instruction; Methods and Materials  <b>Few teaching posters were seen. The principal method of instruction was to use the chalkboard in the majority of the classrooms.</b></p> <p><b>A lot of note-taking was given in many classes</b></p> <p><b>Most of the teaching done in grades 1 through 3 appeared to be more teacher-centered than student centered; also observed this is grades 4 – 6</b></p> <p><b>Some participatory teaching and learning was observed in a few classes.</b></p>

using the chalkboard; call-response techniques, etc.

**EXHIBIT 2**

**Program Participants: Examples of Evaluation Questions and Variables**

<b>Evaluation Questions</b>	<b>Variables</b>
<p>1. How many students are exposed to the instructional unit? ( see Teacher: Pupil ratio)</p>	<p>Number of students in class. ( see: Teacher: Pupil ratio)</p>
<p>2. What are the demographic characteristics of the students? EXAMPLE: All of the students are Liberians from the surrounding area of the Kakata School District.</p>	<p>Grade, Age, Sex, Racial/Ethnic Group.</p>
<p>3. What is the level of the students' basic skills (language and mathematics ability)?</p>	<p>Scores on nationally standardized achievement tests.</p>

<p>4. What is the level of students' knowledge and skills prior to being exposed to the instructional unit being evaluated?</p>	<p>Scores on pre-tests of knowledge and skills related to objectives of curriculum being evaluated.</p>
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**OTHER POSSIBLE QUESTIONS FOR EXAMINERS:**

- Do teachers and other staff seem welcoming?
- How is progress measured?
- Does the school rely solely on test scores?
- What about other ways of evaluating kids, such as journals, portfolios of completed work and artistic or musical accomplishments?
- Where else do teachers get feedback to help them evaluate individual strengths and weaknesses?
- Do you see kids working together in small groups?
- How is progress measured?
- Does the school rely solely on test scores?
- What about other ways of evaluating kids, such as journals, portfolios of completed work and artistic or musical accomplishments?
- Where else do teachers get feedback to help them evaluate individual strengths and weaknesses?
- Do you see kids working together in small groups?

**GENERAL OBSERVATIONS/COMMENTS/SUGGESTIONS:**

Parts of this document adapted from:

Reference: Fleischman, Harold L., Williams, Laura. (1996). an introduction to program evaluation for classroom teachers. VA: Development Associates.

03/16/'11/LTTP2/ c.w.a.

**LIBERIA RURAL TEACHER TRAINING INSTITUTES  
PROGRAM EVALUATION FORM, 2010-2011: SAMPLE**

Institution:  KRTTI  ZRTTI  WRTTI Date: \_\_\_\_\_  
Name of Respondent \_\_\_\_\_ (optional)

Your Class \_\_\_\_\_ County: \_\_\_\_\_

Your Trainers: 1. \_\_\_\_\_ 2. \_\_\_\_\_

**DEAR TRAINEE:** We are interested in receiving feedback on the C-Certificate Training Program. Your honest evaluation will help us improve the quality of our programming. All responses will be kept confidential. There is no need to sign the form if you do not wish to do so.

**DIRECTIONS:** Please rate EACH trainer in whose class you participated on a scale of 1 to 5.  
Circle the number of your choice.

**1= Strongly Disagree   2= Disagree   3= Sometimes   4= Agree   5=Strongly Agree**

1. The program content met my expectations.	5	1	2	3	4
2. The length of the program was adequate.	5	1	2	3	4
3. The program increases skills development	5	1	2	3	4
4. The program increases knowledge of how to assess student learning	5	1	2	3	4
5. The Early Grade Reading training was beneficial and will enhance my teaching	5	1	2	3	4

**As a result of my training in the Pre-service Program**

1. I gained one or more specific ideas that I can implement well	YES	NO
2. I learned new approaches to teaching	YES	NO
3. I was able to acquire new skills	YES	NO
4. I have better knowledge upon which to base my decisions about how children learn	YES	NO
5. I understand the National Professional Standards for Teachers In Liberia ( NPSTL)	YES	NO

What specific things did you like least about the program? Explain.

What specific things did you like most about the program? Explain.

What changes will you recommend in the program?

(USE THE BACK OF THIS SHEET TO COMPLETE YOUR ANSWERS, IF MORE SPACE IS NEEDED)

**I. Program Evaluation Form, 2010- 2011: SAMPLE ( to be used by Trainees)**

**LIBERIA RURAL TEACHER TRAINING INSTITUTES  
PROGRAM EVALUATION FORM, 2010-2011**

Institution: \_\_KRTTI \_\_ZRTTI \_\_WRTTI Date: \_\_\_\_\_  
Name of Respondent \_\_\_\_\_ (optional)

Your Class \_\_\_\_\_ County: \_\_\_\_\_

Your Trainers: 1. \_\_\_\_\_ 2. \_\_\_\_\_

**DEAR TRAINEE:** We are interested in receiving feedback on the C-Certificate Training Program. Your honest evaluation will help us improve the quality of our programming. All responses will be kept confidential. There is no need to sign the form if you do not wish to do so.

**DIRECTIONS:** Please rate EACH trainer in whose class you participated on a scale of 1 to 5.  
Circle the number of your choice.

**1= Strongly Disagree 2= Disagree 3= Sometimes 4= Agree 5=Strongly Agree**

6. The program content met my expectations.	5	1	2	3	4
7. The length of the program was adequate.	5	1	2	3	4
8. The program increases skills development	5	1	2	3	4
9. The program increases knowledge of how to assess student learning	5	1	2	3	4
10. The Early Grade Reading training was beneficial and will enhance my teaching	5	1	2	3	4

**As a result of my training in the Pre-service Program**

5. I gained one or more specific ideas that I can implement well	YES	NO
6. I learned new approaches to teaching	YES	NO
7. I was able to acquire new skills	YES	NO
8. I have better knowledge upon which to base my decisions about how children learn	YES	NO
5. I understand the National Professional Standards for Teachers In Liberia (( NPSTL)	YES	NO

What specific things did you like least about the program? Explain.

What specific things did you like most about the program? Explain.

What changes will you recommend in the program?

(USE THE BACK OF THIS SHEET TO COMPLETE YOUR ANSWERS, IF MORE SPACE IS NEEDED)

## APPENDICES

- i. Pre-service Program Event Tracking Data, 2010-2011 Reporting Enrollment Statistics for Pre-service
- ii. Pre-service Program Event Tracking Data, 2010-2011
- iii. Pre-service Comprehensive Exam, Form B, Question Distribution Chart, 2011
- iv. Pre-service Comprehensive Exam, Form A, Question Distribution Chart, 201
- v. Sample Record of Final Comprehensive Exam Test Scores
- vi. Final Grade Summary Sheet
- vii. MCID FINAL LTTP REPORT , 2010 ( Excerpted)
  - Section VII. Significant Program Impacts
  - Section VIII. Implementation Constraints/Challenges
  - Section IX. Lessons Learned
  - Section X. Suggestions
- viii. STUDY GUIDE For Use by Trainees at the Rural Teachers Training Institutes (Example) 2010/2011
- ix. RTTI Uniform Policies and Procedures: Test Compilation- Comprehensive Examination
- x. "C" Certificate Curriculum Program Evaluation ( 2010/2011) : Student Responses: SAMPLE
- xi. DRAFT: Development of Framework for Integrating Reading into the Content Areas

**APPENDIX I. Pre-service Program Event Tracking Data, 2010-2011: SAMPLE**

**NOTE:** Tracking the Professional Development Activities is key to certifying trainings& programs.

**LIBERIA TEACHER TRAINING PROGRAM**

**PRE-SERVICE PROGRAM EVENT TRACKING DATA , 2010-2011**

Start Date/End Date	COUNTY/ VENUE	EVENT	PURPOSE/ TOPIC COVERED	CATEGORY	Number of Participants Total		
10/27/10 – 10/27/10	Margibi/ KRTTI	Pre-service Team Leader Introduction visit to KRTTT	Orientation , assessment	Trainers, RTTI Administration			
11/6/10 – 11/7/10	Lofa/ ZRTTI	Pre-service Team Leader Introduction visit to ZRTTI	Orientation, assessment		11	- 0-	11
11/11/10 - 11/11/10	Margibi/ KRTTI	Training for volunteer Partners (IFESH) on the use of the C-Certificate	Teacher training	Trainers IFESH Volunteers	21	8	29
11/12/10 11/12/10	Margibi/ KRTTI	Pre-service Team Leader Meeting with Directors, Academic Dean and Dept. Chairs	Policy review, strategic planning	Trainers IFESH Volunteers	21	8	29
11/13/10 11/13/10	Margibi/ KRTTI	Staff Development/TOT (Developing Improvement plans for Operations , and Academic Programs	Training of the trainers	Trainers IFESH Volunteers	12	8	29
11/25/10 - 11/25/10	Montserrado/ Sinkor	Examining and Creating Linkages between Pre-service and In-service Programs	Integration of programs, planning				
12/07/10 – 12/07/10	Montserrado/ UL	Planning to Bridge the Gap between Teacher Professional Development Education and Universities	Creating awareness, integrating efforts, introducing the AWP				
12/21/10 - 12/21/10	Montserrado/ UL	Mary Antoinette Brown Sherman Lecture Series	University partnerships				
12/27/10 - 12/29/10	Montserrado/ LTTP Office	Planning Meeting with the Office of Teacher Education,	MoE and LTTP planning	RTTI MoE IFESH	8	3	11

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		<b>Certification and Accreditation</b>					
12/29/10 - 12/29/10	Montserrado/ Monrovia	Creating Pre-Service and In-Service Linkages – An Action Agenda	Exploring areas of integration	RTTI MoE IFESHLTTP	10	6	16
1/28/11 – 1/29/11	Montserrado/ Monrovia	Accountability System Process: Where are we? Bureau of Teacher Education, Certification and Accreditation and LTTP Work Sessions	Assessment and strategic planning	RTTI MOE PCV LTTP	14	2	16
2/11/11 – 2/12/11	Margibi/ KRTTI	Training Workshop on Credentialing and Accountability Process – an Issue of Credibility and Validity	Teacher training	RTTI MoE PCVLTP	15	6	21
DATES 2/14/11 – 2/18/11	COUNTY Margibi/ KRTTI	EGRA training Workshop for Trainers at KRTTI and Demonstration School Teachers	Teacher and trainee training				
2/18/11 – 2/19/11	Lofa/ ZRTTI	Training Workshop on Credentialing and Accountability Process – An Issue of Credibility and Validity	Teacher and trainee training	RTTI MoE PCVLTP	14	1	15
2/21/11 – 2/25/11	Lofa/ ZRTTI	EGRA training Workshop for Trainers at KRTTI and Demonstration School Teachers	Teacher and trainee training				
3/4/11 – 3/5/11	Montserrado/ Monrovia	MoE and NGO Partners in Teacher Education Coordination Workshop ( IFESH & LTTP)	Coordination and synchronization of programs, schedules, etc.	RTTI MoE NGO LTTP	22	12	34
3/17/11	Margibi/ KRTTI	Assessment Team Visit	Demonstration school assessment	RTTI CEO LTTP			
3/25/11	Margibi/ KRTTI	Report of Assessment Team	Demonstration school assessment				
3/31/11 – 4/01/11	Montserrado/ Monrovia	Creating Linkages between In-service and Pre-service Teacher Education Programs in	Exploring areas of integration	RTTI MoE IFESH LTTP	30	10	40

MANUAL

		<b>Liberia: A Plan to Action Agenda</b>					
4/05/11	Montserrado/ Monrovia	National Basic Skills Test Committee Validation Meeting	Test revision	RTTI MoE WAEC CU LTTP	11	1	12
5/13/11 – 5/14/11	Montserrado/ Monrovia	Graduation Planning Sessions with Faculties and Student Leaders of the RTTIs	Planning for graduation	RTTI MoE LTTP	13	3	16
6/11/11	Margibi/ KRTTI	Cohort 3 Graduation, KRTTI	Graduation	Trainees , trainers	122	24	146
6/25/11	Lofa/ ZRTTI	Cohort 3 Graduation, ZRTTI	Graduation	Trainees, trainers	165	25	190
6/27/11 – 7/01/11	Margibi/ KRTTI	Pre-Service Closing Training of the Trainers at WRTTI and Demonstration school teachers	Training of the trainers	MoE KRTTI ZRTTI	26	5	31
7/18/11 – 7/22/11	River Gee/ WRTTI	EGRA Training Workshop for Trainers at WRTTI and Demonstration School teachers	Training of the trainers for the integration of EGRA... pre-service	WRTTI trainers Trainees	18	6	24
7/30/11	River Gee/WRTTI	Cohort 3 Graduation, WRTTI	Graduation	Trainees, trainers	138	19	157
8/02/11 – 8/06/11	Montserrado/ Monrovia	Pre-service Closing Training of the trainers for WRTTI trainers	Training of the trainers	RTTI UL MoE	13	2	15
8/19/11	Montserrado/ Monrovia	PLANNING SESSION FOR OPENNG ACTIVITIES, 2011-2012	Strategic planning	ZRTTI WRTTI LTTP	4	2	6
8/29/11 – 9/16/11	Margibi/ KRTTI	Opening Training of the Trainers for Trainers and Faculties of the RTTIs merged with EGRA Training	Orientation, preparation for academic year, 2011-2012	RTTI MoE CEO DEO	54	8	62

October 8, 2011 s.a.m/ca /LTTP

APPENDIX II. SAMPLE: Required Accounting of Trainer & Trainees per Academic Year

LIBERIA TEACHER TRAINING PROGRAM  
 Sekoutoure Avenue, Mamba Point, Monrovia, Liberia

**ENROLLMENT STATISTICS**

ENROLLMENT DATA RURAL TEACHER TRAINING INSTITUTES (RTTIs)  
 Academic Year 2008/2009

Institution	Total Enrollment	Female	Male
KRTTI	165	16	149
WRTTI	71	3	68
ZRTTI	217	24	193
TOTAL	453	43	410

Academic Year 2009/2010

Institution	Total Enrollment	Female	Male
KRTTI	170	27	143
WRTTI	89	9	80
ZRTTI	265	42	223
TOTAL	524	78	446

*Verified by: Johnson Beyan, Director, ZRTTI; Martin Poquie, Academic Dean, KRTTI; Joseph Kwekwe, Academic Dean, WRTTI*

**PRE-SERVICE 2011/2012**

**Trainees**

**Trainers**

	Male	Female	Total	Male	Female	Total
KRTTI	184	40	224	8	4	12
ZRTTI	192	27	219	13	1	14
WRTTI	86	13	99	7	0	7
TOTAL	462	80	542	28	5	33

AP PENDIX III: PRE-SERVICE COMPREHENSIVE EXAM , FORM B, QUESTION DISTRIBUTION CHART , 2011

LIBERIA TEACHER TRAINING PROGRAM  
Rural Teacher Training Institutes

TEACHING COMPONENT	Multiple Choice (1 pt. ea.)	True/ False (1 pt.ea)	Fill in the blanks/ completion (1 pt.ea)	Short Answer (4pts.ea.)	Essays (20 pts. ea.)	Definitions (2 pts. ea.)	TOTAL	(% of total number of items on the exam )
<b>FOUNDATIONS</b>	FDS	FDS	FDS	FDS	FDS	FDS	FDS	
Math...	36	X	X	X	X	X	36	36 PTS.
Intro. To Ed.	9	9	12	14	1	X	45	106 PTS
CHILD DEVELOPMENT	5	6	5	4	X	6	26	60 PTS
PEDAGOGY	11	3	15	6	x	11	46	14% 95 PTS
<b>TEACHING IN THE CONTENT AREAS</b>	<b>TEACHING IN THE CONTENT AREAS</b>	<b>TEACHING IN THE CONTENT AREAS</b>	<b>TEACHING IN THE CONTENT AREAS</b>	<b>TEACHING IN THE CONTENT AREAS</b>				
Language Arts	19	X	X	x	1	6	26	06% 44 PTS
Social Studies	5	5	7	8	X	8	33	07% 40 PTS
Math	10	X	11	X	1	31	53	18% 97 PTS
Science	13	3	19	2	5	8	50	12% 72 PTS
TEACHING PRACTICES	11	x	10	11	x	10	42	09% 86 PTS
	Multiple Choice	True/ False	Fill in the blanks/ completion	Short Answer	Essays	Definitions	TOTAL	(% of total number of items on the exam )
<b>TOTAL</b>	115	42	68	67	3	27	322	100% 621 PTS

Multiple Choice =	115x1=	115 points
True/False =	42x1=	42 points
Fill in the blanks/completion=	68x 1=	68 points
Short Answer=	67 x 4 =	268 points
Essays =	3 x 20=	60 points
Definitions =	27 x 2 =	54 points
<b>FOUNDATIONS PTSPOINTS NEEDED TO PASS @ 70%</b>		
Mathematical Concepts & Applications =	36	25
Introduction to Philosophy of Education=	87	61
<b>CHILD DEVELOPMENT=</b>	60	42
<b>PEDAGOGY=</b>	95	66
<b>TEACHING CONTENT</b>	<b>PTSPOINTS NEEDED TO PASS @ 70%</b>	

MANUAL

---

Language Arts =	44	<b>31</b>
Social Studies=	40	<b>28</b>
Math =	97	<b>68</b>
Science =	72	<b>50</b>
<b>TEACHING PRACTICES =86</b>		<b>60</b>
	621 POINTS	c.w.a./LTTP
05/17/11		

MANUAL

APPENDIX IV: PRE-SERVICE COMPREHENSIVE EXAM , FORM A, QUESTION DISTRIBUTION CHART , 2011

LIBERIA TEACHER TRAINING PROGRAM

**PRE-SERVICE COMPREHENSIVE EXAM , FORM A, QUESTION DISTRIBUTION CHART , 2011**

TEACHING COMPONENT	Multiple Choice ( 1 pt. ea.)	True/ False ( 1 pt.ea)	Fill in the blanks/ completion ( 1 pt.ea)	Short Answer (4pts.ea.)	Essays (20 pts. ea.)	Definitions (2 pts. ea.)	TOTAL	(% of total number of items on the exam )	
<b>FOUNDATIONS</b>	FDS	FDS	FDS	FDS	FDS	FDS	FDS		
Math...	36	X	X	X	X	X	36	11%	36 PTS.
Intro. To Ed.	11	7	13	14	X	X	45	14%	87 PTS
CHILD DEVELOPMENT	10	10	X	10	X	X	30	09%	60 PTS
PEDAGOGY	10	12	5	17			44	14%	95 PTS
<b>TEACHING IN THE CONTENT AREAS</b>	<b>TEACHING IN THE CONTENT AREAS</b>	<b>TEACHING IN THE CONTENT AREAS</b>	<b>TEACHING IN THE CONTENT AREAS</b>	<b>TEACHING IN THE CONTENT AREAS</b>					
Language Arts	10	X	6	2	1	X	19	06%	44 PTS
Social Studies	4	4	8	6			22	07%	40 PTS
Math	20	X	27	X	1	10/18	58	18%	97 PTS
Science	11	5	4	8	X	10	38	12%	72PTS
TEACHING PRACTICES	3	4	5	10	1	7	30	09%	86 PTS
	Multiple Choice	True/ False	Fill in the blanks/ completion	Short Answer	Essays	Definitions	TOTAL	(% of total items on the exam )	
<b>TOTAL</b>	115	42	68	67	3	27	322	<b>100%</b>	<b>621 PTS</b>

Multiple Choice = 115x1= 115 points

True/False = 42x1= 42 points

Fill in the blanks/completion= 68x 1= 68 points

Short Answer= 67 x 4 = 268 points

Essays = 3 x 20= 60 points

Definitions = 27 x 2 = 54 points

**FOUNDATIONS PTSPOINTS NEEDED TO PASS @ 70%**

Mathematical Concepts & Applications = 36 **25**

Introduction to Philosophy of Education= 87 **61**

**CHILD DEVELOPMENT=** 60 **42**

**PEDAGOGY=** 95 **66**

**TEACHING CONTENT PTSPOINTS NEEDED TO PASS @ 70%**

MANUAL

---

Language Arts =	44	<b>31</b>
Social Studies=	40	<b>28</b>
Math =	97	<b>68</b>
Science =	72	<b>50</b>
<b>TEACHING PRACTICES =86</b>	<b>60</b>	
<b>621 POINTS</b>		

c.w.a./LTTP 05/17/11

APPENDIX V. SAMPLE RECORD OF FINAL COMPREHENSIVE EXAM TEST SCORES

**LIBERIA RURAL TEACHER TRAINING INSTITUTES ( RTTI)**

( required for Final Certification Post Session and Exit/Sign-out Process )

			Pass =25	Pass =61	Pass =39	Pass =62	Pass =29	Pass =26	Pass =48
		Test Number	Math Concepts	Intro to Philosophy of Edu.	Child Dev.	Pedagogy	Teaching Language Arts	Teaching Social Studies	Teaching Science
1	Othello K. Duo	001							
2	Osaka W. Teah	002							
3	Owen T. Zoegban	003							
4	Thomas Mulbah	004							
5	Henry Kortu	005							
6	Emmanuel V. Fallah	006							
7	Samuel P. Saye	007							
8	Jacob T. Zuu	008							
9	Doris O. Nehmon	009							
10	Jackson G. Gongbah	010							
11	Thomas G. Ngafua	011							
12	Armstrong S. Gayflor	012							
13		013							
14		014							
15		015							
16		016							
17		017							
18		018							

19		019							
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LIBERIA RURAL TEACHER TRAINING INSTITUTES ( RTTI)

APPENDIX VI. **Final Grade Summary Sheet**

**Note:** This sheet is used for accountability and communication purposes. Each trainer is expected to participate in the completion of this process.

**LIBERIA TEACHER TRAINING PROGRAM  
Rural Teacher Training Institutes ( RTTI)**

**FINAL GRADE SUMMARY SHEET**

Student Name \_\_\_\_\_ I.D. # \_\_\_\_\_

Evaluator(s) \_\_\_\_\_

**Directions:** This form will be completed at the end of the Pre-service Teaching Program by a predetermined team of trainers who are familiar with the evaluation process and the trainee who is being evaluated. **All evaluations must come from documented record-keeping of the RTTI trainers.**

Course Evaluation	% Possible	% Earned	Possible	Earned
<b>PORTFOLIO: Knowledge Skills Attitudes</b>			<b>30%</b>	
<b>I. KNOWLEDGE ( List required assignments and graded worksheets)</b>				
_____				
_____				
_____				
_____				
_____				
_____				
_____				
<b>II. WRITTEN EXAMINATIONS</b>			<b>40%</b>	
_____ Teacher Knowledge Survey				
_____ Basic Skills Test ( literacy and numeracy)				

_____ Comprehensive Written Exam based on five components															
	# of items		#correct		% possible		% earned								
Foundations															
Child Development															
Pedagogy															
Teaching Content															
Teaching Practices															
<b>APPENDIX VI. Final Grade Summary Sheet (continued)</b>															
_____															
<b>III. Graded Work ( also see Exit Criteria)</b>														<b>30%</b>	
<b>Sessions</b>	1	2	3	4	5	6	7	8	9	10	11	12		(10%)	
Foundations.	___	___	___	___	___	___	___	___	___	___	___	___	___		
Child Dev	___	___	___	___	___	___	___	___	___	___	___	___	___		
<i>Pedagogy</i>	___	___	___	___	___	___	___	___	___	___	___	___	___		
Tchg. Content	___	___	___	___	___	___	___	___	___	___	___	___	___		
Tchg. Practices	___	___	___	___	___	___	___	___	___	___	___	___	___		
<b>Major Tests :</b>														<b>(50%)</b>	
	1	___	___	2	___	___	3	___	___	4	___	___	___		
<b>B. Class Participation: ( Describe )</b>														<b>10%</b>	
<b>C. Class Projects.</b>														<b>20%</b>	
Lesson Plans															
Practicum: _____															
Student Teaching _____															
Unit #2: _____															
Unit #3 _____															
<b>D. Professionalism</b>														<b>5%</b>	

( Field assignments and Professionalism must be a minimum level of “Satisfactory” or the Grade letter equivalent of “C”)		
<b>APPENDIX VI. Final Grade Summary Sheet (continued)</b>		
<b>Foundations</b>		
Child Development		
Pedagogy		
Teaching Content		
Teaching Practices		
<b>TOTAL % EARNED/COURSE GRADE</b>		
<b>Grading Scale:</b> 90 – 100 = A    81 – 89 = B    70 – 80 = C    60 – 69 = D    Below 60 = F		

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APPENDIX VII. Excerpts from **MCID (FINAL LTTP REPORT), 2010**

**MCID (FINAL LTTP REPORT), 2010**

**Note: Sections 1-IV ( historical referents) are omitted in order to include essential aids for future planning and/or use by MoE personnel and LTTP staff. Those section headings are: PROGRAM OVERVIEW (OVERALL SUMMARY OF PHASE 1&2 extensions, etc.); HIGHLIGHTS OF OVERALL LTTP ACCOMPLISHMENTS ; HIGHLIGHT OF ACCOMPLISHMENTS OF THE RECENTLY COMPLETED QUARTER (January-March, 2010); KEY PROGRAMMATIC STRATEGIES**

- V. SUMMARY OF TECHNICAL PROGRAM ACTIVITIES OVER THE LIFE OF THE PROGRAM**
- VI. PROGRAM CLOSE-OUT ACTIVITIES**
- VII. SIGNIFICANT PROGRAM IMPACTS**

*The development of policies governing trainees and trainers/staff was crucial to the reactivation of the RTTIs. In July 2008, RTTI Directors met with LTTP to address the issue of a Staff Policy Manual. A solid and comprehensive draft was developed , as with the Student Handbook , and was submitted to Minister Sokpah in September 2008 for review and comment, resulting in an improved document and accompanying organogram. At the request of the RTTI Directors, LTTP/MCID's Senior Technical*

*Advisor held a separate session in Kakata on September 29, 2008 to draft the Student Handbook. The Directors set the stage and the agenda for developing the handbook and proposed that there be follow-up work sessions to complete the draft during subsequent September work sessions. A meeting with Director Sellu and the designated representatives of Directors Beyan and Quie was held at Kakata to expand the draft of the Student Handbook. The draft was completed and submitted for review to Minister Sokpah; his approval was obtained on both documents. The final versions of the Handbook and Manual were printed as part of the Pre-service package by BSS for distribution to all parties.*

In September 2008, MCID/LTTP facilitated the registration process at the RTTIs. Workshops were conducted to ensure that Monitoring and Evaluation procedures put in place by LTTP in conjunction with the Ministry of Education were followed. The staff assisted in the implementation and/or the generation of registration forms, registration control data sheet and biographic data sheet for use by the RTTIs. During this period, the staff facilitated the final compilation of the student handbooks and delivered a copy to each registered student. The production of both ID cards (faculty and students) and meal tickets (students) at the RTTIs were a part of the total process. ..

A “Summative Self-Assessment of the Pre-Service Student Teaching Experience” based on all five domains of the Professional Standards for Teachers in Liberia was introduced to the trainers as a part of the preparation for guiding the field experience process in February-May, 2009.

The following directions are to be used with the instrument:

“This instrument is to be used as a major part of the summative evaluation of the pre-service trainee/student teacher. A summative evaluation comes at the end of the student teaching experience. A user-friendly approach to the use of any summative evaluation instrument is to use the instrument jointly and cooperatively with the 1) the mentoring teacher; and 2) the trainee/student teacher as a teaching instrument to assist in helping the trainee/student teacher in determining his/her strengths or weaknesses and to ultimately provide feedback to the trainee/student teacher. *(The ideal use of this instrument is to conduct the evaluation at the end of the student experience. However the reality is that we should allow enough time to anticipate at least one follow-up use of the instrument before the final/exit examination.)*”

## **VIII. IMPLEMENTATION CONSTRAINTS/CHALLENGES**

MCID/Monrovia office started double-checking the availability of the In-Service sessions as an inclusive part of the Pre-Service Curriculum. This activity brought increased awareness that the In-Service Document had many missing session plans, Trainer Resources and Handouts in the Child Development, Pedagogy, and Teaching Content Components. The Program Manager and Senior Technical Adviser brought this to the attention of the Senior Education Advisor and AED Lead Consultant.

There was a need to have the Chief of Party more directly involved in meeting with the new President in order to gain support for bringing the self-study process and the revision of the total curricula (Bachelors’ and Masters’ degrees) in the CoE, UL to completion.

Consistent and constant lobbying of the U of L administration and Faculty Senate was needed to ensure that a U of L task team is appointed for the revision of the Master's Program (2.3.1) and National Principals' Modules (2.3.4)

**College of Education ( CoE) Institutional Development: T.E.P.S.**

The efforts to get MOE/NCHE approval of the draft Teacher Education Program Standards (T.E.P.S.) submitted by the National Task Force on Teacher Education Program Standards were at a standstill for prolonged periods of time.

**Infusing Standards into Curriculum (National Professional Teacher Standards)**

The Dean of the CoE lamented constantly that she did not have help to complete the Self-study thus delaying deliverables from the UofL.

Update the College of Education catalog (2.2.1)

The University has made little or no progress on submitting its version of the most current program listing (including major/minor courses for Elementary and Secondary Education programs. LTTP/MCID facilitated the transcription of the 1983-1985-catalog information (original catalog secured from Dr. Dennis, President of UofL) for the College of Education and transferred the information to a flash drive. This was presented to Dr. Dennis to facilitate the revision and updating of the college's catalog. Follow-up with the President on the status of catalog revisions is still needed.

Constant trainers and or trainee strikes eroded the time needed for instruction at the RTTIs. The reality is that adjusting the schedule did not make up for quality instruction.

**IX. LESSONS LEARNED**

**X. SUGGESTIONS**

Scholarship Awardees (UCC)

The first batch of six scholarship awardees to the University of Cape Coast, Ghana, who were doing their field-based research in Liberia had the potential to complete their thesis successfully within the stipulated period, given the type of support they are receiving from the MCID and LTTP. However, because of their general lack of experience in postgraduate study and particularly with thesis writing, the awardees required constant and continued monitoring, prompting, encouragement and feedback during the remaining of their study period to enable them complete on schedule.

Teaching and Research Assistants (TARAs)

The TARAs in the University of Liberia appear to lack fundamental bases in research. Interactions with those who participated in the workshops, and some of the comments they made, point to lack of a mentoring system that can groom them to upgrade their qualifications and eventually take up tenured academic positions in the University. There appears to be no teaching- and research-related staff development initiatives at institutional, faculty and departmental levels from which the TARAs could benefit. Hence, there was a general call from participants at the workshops for more of such interactions which, participants suggested, should cover longer periods of time.

It is recommended that efforts be made to identify the developmental needs of the TARAs, opportunities provided, and a supportive environment created to meet those needs. First, the University of Liberia or individual faculties and departments should introduce a Teaching and Research Skills course for all TARAs. Second, a well-structured mentoring system should be put in place. By this system every TARA will be attached to an experienced academic staff that will provide continuing support and advice to the TARA. These efforts should be complemented by faculty and departmental seminars to meet their overall curriculum and research objectives.

### ***University of Liberia***

A senior level coordinator attached to the UofL on a full-time basis would facilitate the components of the project involving the University and perhaps expand the activities that could include it. A constant hindrance in the implementation of LTTP I was a delay in the collection of syllabi, delay in the self-study approval and implementation, motivation of faculty to provide information and participant in workshops, and more. Some of these issues could be solved, facilitate or sped up by a coordinator, either seconded from the University to LTTP or placed there by LTTP. This position would need to have the full approval and weight of the President. This coordinator could facilitate all activities within the College of Education and the Graduate School. In addition, the coordinator can arrange such details as venues and invitations to participants.

### **Master's Syllabi**

There were great concerns about the level of work and time required to write and/or revise course syllabi for the UofL Master's program in Educational Administration. A workshop with the Graduate Education department faculty on syllabi preparation specifically using the faculty senate approved syllabus preparation template and rubric for syllabus preparation and assessment is necessary. The challenge in this situation is that there are only a few full-time graduate faculty members and an inordinate number of adjunct faculty. Such workshops would need to be mandated by the President of the University. One such work session was actually mandated by the President late last September (2009).

### ***Policies and Procedures for RTTIs***

There is still a great need for LTTP to take the lead in advising the Ministry of Education that a Policy and Procedures Manual is in order for the Rural Teacher Training Institutes. These policies and practices must be written in order to have sustainability in recruitment, testing, course delivery and related organizational structures. Turnover is to be expected. Other NGOs coming in as partners are also a reality. RTTI administrators and trainers often get double exposure to planning, implementation, evaluation and operational views. In order to build capacity and sustain the practices and/or policies that have been effective to-date, stronger emphasis must be on compiling a manual. The Manual should include policies for continued review and update on a systematic basis.

The need for standardization of procedures at the three RTTIs should also be a part of the Policy Manual. LTTP should facilitate this dialogue and ensure that this issue is brought to the attention of the Minister and his designees. Issues that should be included:

- Guest housing or “guests” that often need housing, feeding and services when the various venues are scheduled on the campuses. The RTTI administrators have stated that there needs to be consideration of some courtesy regulations and fee scale established in conjunction with the Director(s) and Business Manager(s).
- Security, access, and use of technology equipment that is left at the RTTIs
- Recommendation for rehire of trainers have not been developed or discussed at length
- Replacing trainers are definitely needed ( procedures for)
- Evaluation of trainers
- Administration of the Basic Skills Tests must be included in the manual
- Procedures for RTTI administrators’ interactions with the faculty at the Demonstration Schools are needed

### ***Curriculum***

A number of practices in place need to be written up for consistency and continuity. A write up on the Curriculum Review process (2.4.7, 2.4.8) is immediately needed.

**APPENDIX VIII. STUDY GUIDE**

Excerpted sections of the Five Domains of the C-Certificate Curriculum ( prepared by the Trainers & Academic Staff at least 3 weeks before the Final Examination and distributed to the Trainees )

**MINISTRY OF EDUCATION**

**LIBERIA RURAL TEACHER TRAINING INSTITUTES COMPREHENSIVE EXAMINATION  
STUDY GUIDE: 2011/2012**

**FOUNDATIONS**

***Mathematical Concepts & Applications***  
***(samples excerpted from Questions 1 – 59 )***

1. There are five coffees to every two chocolates. If there are twenty eight sweets in a box. How many chocolates are there in a box?

a) 4 b) 8 c) 12 d) 24

**Answer: a**

2. If  $\frac{2}{p} = \frac{3}{27}$ , what is p

a)18 b) 15 c)8 d)12

**Answer: a**

3. Find the value of 20% of 120

a)150 b) 60 c) 20 d)24

**Answer: d**

4. The price increased from 120 Liberia dollars to 150 Liberia dollars. What is the percent increased?

a) 20% b) 30% c) 25% d) 45%

**Answer: c**

5. Mr. Kanu employed 245 laborers. He placed the same number of laborers on each of his 7 farms. How many were placed on each farm?

a) 35 b) 15 c) 25 d) 27

**Answer: a**

***Mathematical Concepts & Applications***

**OWN YOUR OWN STUDY QUESTIONS**

**MULTIPLE CHOICE QUESTIONS ( Samples excerpted from Questions 1 – 43)**

**Direction: Compute the answers to the following problems. Circle the correct answer from options a, b, c or d. Verify your answers with a STUDY PARTNER or TRAINER.**

1. The word percent means

a 1000 b 100 c 10 d None of these

2. Add the following decimal numbers  $91 + 2.5 + 0.5$

a 94 b 84 c 74 d 91.3

3. Solve for (n) in  $2n = 4 \times 6$

- a 5                      b 6                      c 24                      d 12

4. Find the factors of 24.

- a 2,3,4,8,9,24    b 1,2,3,4,6,8,12,24    c 1,2,3,4,9,24    d 2,4,6,12

5. Round 58.964 to the nearest whole number

- a 58                      b 59                      c 60                      d 69

6. What is the mode of the following numbers: 5,8,7,6,6,5,6,6

- a 5                      b 7                      c 6                      d 8

7. If  $A = \{1,5,7,9\}$ ,  $B = \{1,2,3,4,5\}$  then find  $A \cup B$

- a  $\{1,5,7,9\}$     b  $\{1,2,3,4,5\}$     c  $\{1,2,3,4,5,7,9\}$     d  $\{1,2,3,4,5,6,7,8\}$

### Introduction to Philosophy of Education

#### TRUE OR FALSE ( Questions 1 – 16)

**DIRECTIONS:** Write true if the statement is true and False if the statement is false in the space provided at the end of the statement.

1. Teachers play very important roles in the development of our society.\_\_\_\_\_.

**Answer: True**

2. Professional ethics and behaviorism form the core of the domains of the professional standards for teachers in Liberia.\_\_\_\_\_.

**Answer: True**

3. Teachers can be forced to retire from teaching because of old age.\_\_\_\_\_.

**Answer: False**

4. When students work in pair or group, this is teacher –centered activity.\_\_\_\_\_.

**Answer: False**

5. When students and teacher interact in the teaching learning process, this is teachers and learners centered activity.\_\_\_\_\_.

**Answer: True**

**Direction: FILLING IN THE BLANK SPACE WITH THE CORRECT ANSWER ( excerpted from full list of questions)**

12. The term \_\_\_\_\_ refer to the social rules, responsibilities and expectations of males and females.

**Answer: Gender Roles**

13. Gender \_\_\_\_\_ permits males and females equal employment for human rights.

**Answer: Equity**

#### **PEDAGOGY**

#### **MULTIPLE CHOICE (Sample Questions excerpted from full test)**

**DIRECTIONS: Circle the correct letter that bears the answer to a given question**

14. The philosophy of education that stresses positive reinforcement as a key element for learning is : A. Essentialism B. Progressivism C. Behaviorism D. Existentialism

**Answer: B**

15. The teacher- centered philosophies are:

A. Progressivism and Existentialism B. Essentialism and Perennialism C. Reconstructionism and Progressivism D. None of these

**Answer: B**

16. The head of the Liberian education system is the:

A. Minister of Education B. District Education officer C. School Principal D. Country Education Officer.

**Answer: A**

#### **SHORT ANSWER QUESTIONS ( Questions excerpted from full test )**

**DIRECTION: Write in few sentences to answer each question**

1. Name the four great ancient philosophers of education.

**Answer: Socrates, Plato, Aristotle, and John Dewey**

2. Discuss how teacher-centered and student-centered philosophies are reflected in school practices today.

**Answer:** Existentialism, Essentialism, Progressivism, Social Reconstruction, Perennialism are reflected in the class/school through the use of curriculum, text books/big books, school holidays, etc.

3. Briefly explain any aspect of John Dewey's philosophy of Education.

**Answer:** John Dewey's philosophy focuses on learner-centered activities. He said students learn best through social interaction and doing it by themselves.

4. What is a profession?

**Answer:** An occupation that required specialized role or knowledge and often long intensive academic preparation.

5. Name the five domains of the professional standards for teachers in Liberia.

**As:** Knowledge, Teaching Skills, Classroom Management, Ethics and Behaviorism, Assessment, and Evaluation.

### **CHILD DEVELOPMENT**

( Sample Questions excerpted from each section type)

#### **TRUE OR FALSE**

**DIRECTIONS: Write TRUE if the statement is correct and FALSE if the statement is incorrect in the space provided at the end of the statement.**

1. Requesting sex for cash, materials, or for protection or for any other services is an act of sexual exploitation. \_\_\_\_\_
2. One basic need of a child is play. \_\_\_\_\_
3. Children need education and to know about the world. \_\_\_\_\_
4. Children need clothing only. \_\_\_\_\_
5. Beating is a form of psychological violence. \_\_\_\_\_

**SHORT ESSAY ( SAMPLE Questions excerpted from the full test)**

**DIRECTIONS:**

**Answer the following questions.**

**1. Write the question first. 2. Then answer the question in complete sentences. 3. Check your grammar , spelling and punctuation.**

1. Why are parents, teachers and the community considered responsible terms for child development?
2. Why are games/sports important to the development of children?
3. List the classification of children’s needs.
4. Write the four (4) domains of development.
5. State any three (3) forms of violence.

**MULTIPLE CHOICE**

**DIRECTIONS:** Circle the correct letter that answers each question.

1. Seeing and remembering things belong to which perceptual learning style?  
a. Visual                      b Auditory      c. both a and b                      d None of these
2. A child with a physical impairment may experience problems such as  
a. hearing and participation in community life                      b. learning difficulties  
c. difficulties in sleeping and eating      d. None of the above      e. All of the above
3. Which of the following can stop a child from playing?  
a. Child labor and poverty      b. Eating and talking      c. Too much studies      d. Making friends
4. Violence such as slapping, beating or murder can best be referred to as  
a. sexual abuse                      b. emotional abuse      c. physical abuse                      d. all of these

5. Sex is primarily a
- a. biological difference between students and teacher
  - b. biological difference between male and female
  - c. biological difference between mother and father
  - d. biological difference between father and children

**SHORT ANSWER QUESTIONS**

1. What is child development?  
**Answer:** Child development is defined as the process of growth of a child from infancy to adulthood.
2. When was the Rights of the African Child charter signed in Liberia?  
**Answer:** The Rights of the African Child charter signed in Liberia in 1997.
3. The domains of development are a) physical development b) cognitive development  
c) Language development; True or false?  
**Answer: True**

**Fill in the blank:**

4. Child development has \_\_\_\_\_ domains.  
**Answer: 5 (Five)**

The social needs of children are: \_\_\_\_\_, \_\_\_\_\_.  
**Answer:** The social needs of children are: Explanation, toys, and clothing.

**PEDAGOGY COMPONENT**

1. What is the difference between teacher center and learning centered?  
**Ans.** teacher centered is where the teacher is allow to talk along while learning centered is where the students have the chance to ask questions and bring up their own idea of what is been discuss (topic).
2. What does ethics means?  
**Ans.** Ethics is the cultivation of art or skill necessary to living a good life with others.
3. Can a teacher be fired for taking school property \_\_\_\_\_ ans. Yes. Teaching practices who are mentors?

**Ans.** Mentors are those who check on trainees in making sure that the rightful things are done.

4. What is Evaluation?

**Ans.** Evaluation is the outcome of measurement after value has been added.

5. What is grading?

**Ans.** Grading has to do with educational measurement based on assessment and evaluation for the purposes of ranking the learners.

6. What do we mean by the word assessment?

**Ans.** Assessment is the process of evaluation the level of achievement that determines the progress of learners.

7. Briefly explain what meant by an essay test.

**Ans.** An essay test is designed to make students think and analyze information.

8. Name the five domains of the Professional Standards for Teachers in Liberia.

**Ans.** Knowledge, Teaching skills, Classroom management, students' assessment and evaluation and Professional ethics and behaviors.

## Teaching in the Content Areas

### TEACHING LANGUAGE ARTS

#### ESSAY

##### Instructions:

Write a letter of application for employment that is addressed to Mr. John Dennis, River View School, 100 Oceanview Road, Monrovia, Liberia. River View School is a new school for grades 1 through 12 and is looking for well qualified teachers at all grade levels. Your letter must be written in the proper format for a business letter, and must contain convincing reasons why you are the right person for the job. The letter should be brief, but include at least two well-developed paragraphs, with no grammatical or spelling errors

#### READING COMPREHENSION

**Directions:** Read the following passage carefully and circle or underline the correct answer from the list of words marked A-E.

##### Paragraph One

Many years after he had left his village home for the capital, first as a student and later as a struggling businessman, Kona Manbu returned to his village for the first time, having been informed of his father's failing health. Kona was a proud and practical man, who because of his good sense, intelligent decisions, and willingness to work hard, had become successful and somewhat wealthy. When he returned to the

village of his youth, however, he was amazed that not much had changed since he left as a youth. Every experience shocked him: the colored water with strong taste; the eye-sore of a dung hill on which everyone excreted; the absence of electricity, and so on. As he went to bed late in the evening, after meeting with his younger brother on how he would pay his share of their father's medical expenses, he prayed for the early arrival of the morning. He had decided to leave early and put the trying experience behind him.

**1. Why did Kona Manbu return to the village?**

- A) Because his father's illness and medical bills required that such visit be made
- B) Because he wanted to see his younger brother
- C) Because he wanted to be present when his father passed away
- D) None of the above
- E) All of the above

**2. What was the subject of the meeting which Kona held with his younger brother?**

- A) Kona wanted to inform his brother that he would be leaving early the next morning.
- B) Kona wanted to go into business with his brother.
- C) Kona and his brother needed to decide how to share the payment for his father's medical bill.
- D) None of the above
- E) All of the above

**Grammar ( Sample: Questions excerpted from full set of questions )**

**Instructions: Circle or underline the best answer from (A-D).**

6. There are \_\_\_\_\_ tenses to a verb.

- A) four
- B) three
- C) six
- D) five

7. In the following sentence, identify the parts of speech of the two underlined words:

The child ran along the path, but could not catch up with her mother.

- A) along is a conjunction; but is a preposition
- B) along is a preposition; but is a conjunction
- C) along is a preposition; but is an interjection
- D) both underlined words are prepositions
- E) along is an adjective; but is a pronoun

8. Which of the following statements could be used to describe the main function of a pronoun:

- A) It is used in place of a noun.
- B) It describes a quality possessed by the noun.
- C) It is used in place of a verb.
- D) It is used to define a verb.
- E) It identifies whether the noun is the subject or object of a sentence.

**Instructions: Complete the following statement by selecting the correct verb or pronoun.**

9. The teacher \_\_\_\_\_ to my house last night.

- A) come
- B) has come
- C) came
- D) will come

10. All the trainees \_\_\_\_\_ hard in order to win a prize, but only two received an award in the closing ceremony.

- A) work      B) worked      C) are working      D) will work

11. Because Jacob \_\_\_\_\_ my book in his book bag, I cannot lend it to you now.

- A) have      B) has      C) will have      D) had

12. We are going to \_\_\_\_\_ house.

- A) you      B) yours      C) your      D) your's

13. Sekou and \_\_\_\_\_ are the best of friends:

- A) we      B) me      C) I      D) us

### Literature in English

**Instructions:** Choose the correct term for the literary device used in the following sentences:

16. Mr. Daniel's face was as black as charcoal.

- A) rhyme      B) metaphor      C) simile      D) irony

17. He is so hungry that he could eat a whole bag of rice.

- A) hyperbole      B) metaphor      C) simile      D) sarcasm

### **ESSAY**

#### **TEACHING LANGUAGE ARTS (WRITING EFFECTIVENESS)**

**Instructions:** Write a letter of application for employment that is addressed to Mr. John Dennis, River View School, 100 Oceanview Road, Monrovia, Liberia. River View School is a new school for grades 1 through 12 and is looking for well qualified teachers at all grade levels. Your letter must be written in the proper format for a business letter, and must contain convincing reasons why you are the right person for the job. The letter should be brief, but include at least two well-developed paragraphs, with no grammatical or spelling errors.

**ANSWERS: ( CAUTION- CHECK YOUR STUDY PACKAGES AND THE PASSAGES FOR ACCURACY )**

Part One: Reading Comprehension

1. A    2.C    3.B    4.D    5. C

Part Two: Grammar

1. C 2. C 3. D 4. A 5. B 6. B 7. C 8. B 9. B 10. C

Part Three: Literature in English

1. C 2. A 3. B 4. A 5. A

Part Four: Vocabulary

1. B 2. A 3. D 4. B 5. D

**Part Five: Essay**

1. Letter is written in proper format, including the candidate's personal address, an inside address, salutation, closing, and signature. (5 pts)
2. Letter does not contain spelling or grammatical errors. (5 pts)
3. Letter is well written; the meaning of each sentence is clear and well phrased. (10 pts)
4. The letter provides convincing reasons for hiring the applicant, and provides enough information for the employer to understand the applicant's qualifications and background. (10 pts)

**SHORT ANSWERS**

1. What is a Paragraph?

**Answer:** A Paragraph is a sequence of sentences that support one main idea or one main point.

2. State some examples of proper nouns.

**Answer:** The following are some examples of a proper noun: a. John b. Peter Brown, C. Mary Johnson d. and women.

**Underline the Nouns in the Sentence below**

3. Knowledge is a powerful tool

**Answer:** knowledge & tool

Fill in the blank space with the correct word

4. My Father \_\_\_\_ home yesterday. a. come b. came c. will come d. would come

**Answer: b**

5. A group of words that express a complete thought or an idea us called \_\_\_\_\_ a. word b. Noun c. Sentence d. Phrase

**Answer: c**

### Teaching Social Studies

1. What is a “timeline”?  
**Answer:** Graphic representation of key data events
2. What are two responsibilities of a good citizen?  
**Answer:** (1) respect the law of his country (2) be involved in making decision through voting for leader. (3) The Flag of Liberia was made by \_\_\_\_
3. There are how many counties in Liberia?  
**Answer:** Fifteen
4. Name the three most common income generating occupations in Liberia  
Ans. Farming, Forestry and fishing
5. The names of the first female president in west Africa is \_\_\_\_\_  
**Answer:** Mrs. Ellen Johnson Sirleaf of Liberia.

### Multiple Choices

**Direction: Read and circle the letter that bears the correct answer to the question**

6. The American colonization society (ACS) was founded in the year  
A. 1816 B. 1822 C. 1817 D. All of these  
**Answer: C**
7. The first president of the second Republic is  
A. W.V.S. Tubman B. S. K. Doe C. C.G. Taylor D. E. J. Sirleaf  
**Answer: B**
8. When was President W. V. S. Tubman born?  
A. May 10, 1895 B. July 15, 1895 C. November 29, 1895 D. July 29, 1895  
**Answer: C**
9. The three branches of the Liberian government are:  
A. Legislature, Executive, and Judiciary  
B. President Pro- tempo, Speaker and Deputy Speaker  
C. Representatives, Senators and President  
D. None of these  
**Answer: A**
10. Which of the following dates was Joseph Jenkins Roberts elected as president for the First Republic?  
A. Oct 5, 1847 B. Nov 5, 1847 C. July 26, 1847 D. Jan 6, 1847  
**Answer: A**

### ESSAY QUESTIONS

**Directions: Write in few sentences to provide the answer to each question.**

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1. Discuss the major events of the following historical dates in the Liberian history.

A. July 26, 1847 B) May 8, 1917 C) January 3, 1944

**Answer:** July 26, 1847—Liberia was declared an independent nation

May 8, 1917—Liberia declared war on Germany

January 3, 1944—W.V. Tubman was inaugurated President of Liberia

2. What is meant by Patriotism?

**Answer:** Having the feeling and love for one's country

3. Name or explain the qualities of a good leader.

**Answer:** The qualities of a good leader are: Honesty, Patience, Humbleness, etc.

4. when did the Commonwealth of Liberia proclaim its independence from the A.C.S?

**Answer:** It was on July 26, 1847

### **Directions: Define the following words.**

67. A. Community?

**Ans.** Community- is a group of people living together and working together for the common good of its people.

B. Environment? **Ans.** The surrounding area around us

C. Vegetation? **Ans.** Is the growing of plants, grass, etc.

D. Weather? **Ans.** The day-to-day changes of the atmosphere over a short period of time.

### **QUESTIONS**

1. What is the name of the first Geographer of Liberia?

**Answer:** The first Geographer was Benjamin J. K. Anderson

2. A. What is the current estimated population of Liberia?

**Answer:** 3.5 million

B. What is a Plain?

**Answer:** A plain is a lowland area towards the coast

3. Who was the first female Defense Minister in Liberia?

**Answer:** Edith Bright

4. . Name the two Counties that were created by President Taylor.

**Answer:** Gbarpulu and River Gee

5. There are how many colors on the Liberian Flag?

**Answer:** three major colors

## SHORT ESSAY

**DIRECTIONS:** Write your answer to each question in a few sentences. Check your grammar, punctuation and spelling.

1. Explain what is meant by Patriotism?
2. Discuss the cause and effects of the act of the Commonwealth of Liberia proclaiming its independence from the A.C.S.
3. Name the traditional schools of Liberia.
4. Discuss the reasons why President William V. S. Tubman ruled for 27 years in Liberia.
5. What is the difference between Climate and Weather?
- 6.. In what year was the late President Samuel K. Doe assassinated? Why?
7. List and explain the causes of Migration.

8. Name the two Counties that were created by President Taylor. Explain.

9. . Describe the colors of the Liberian flag, and explain what each color represents

## **TEACHING IN THE CONTENT AREAS**

### **TEACHING SCIENCE**

#### **SHORT ESSAY**

**DIRECTION: Answer all questions correctly with clarity of expression. In some cases the answer requires creating a diagram or completing a table.**

1. Compare and contrast the differences between evaporation and precipitation.  
(4.4.4.2)
2. Define the following terms: A) Photosynthesis B) Matter C) Science  
D) Cell E) Energy
3. List the planets of the solar system in the order of their relative distance from the sun.
4. Describe the main differences between living and non-living things.
5. List three (3) safety rules that could prevent fire disaster at your home, school or workplace.
6. Draw a labeled diagram of a typical flower in the upper third of the sheet..
7. State the three (3) classes of levers and describe them . .
8. Draw a simple diagram of a light bulb and label its parts.
9. Compare and contrast the differences between evaporation and precipitation.  
(4.4.4.2)
10. Define the following terms: A) Photosynthesis B) Matter C) Science  
D) Cell E) Energy

## SHORT ANSWERS

6. What is matter?  
**Answer:** Matter is anything that has weight and occupies space.
7. What is Science:  
**Answer:** Science is the study of living and nonliving things.
8. Choose one of the words that best answer the statement, true or false.  
Plants must move from one place to another to find food.  
**Answer: False**
9. State the phases of matter.  
**Answer:** The phases of matter are Solid, Liquid and gas.
10. Circle the best answer of your choice.  
The method used to find answer to a question in science is,  
a. Hypothesis b  
b. Scientific methods  
c. Science  
d. Experiment  
**Answer: b**

## TRUE OR FALSE QUESTIONS

**DIRECTION: Circle the correct answer**

1. A hypothesis may be referred to as an educated guess. TRUE OR FALSE (4.4.1.1)
2. The principle of light propagation (transmission) states that light travels in a straight path. TRUE OR FALSE (4.4.3.4)
3. The part of the human ear that collects sounds is called the pinna. TRUE OR FALSE (4.4.3.3)
4. The body of fresh water that flows into river is called a stream. TRUE OR FALSE (4.4.4.3)
5. In plants, one of the functions of the root is to transport water and minerals to the leaf. TRUE OR FALSE (4.4.3.4)

## MULTIPLE CHOICE QUESTIONS

**DIRECTION: Circle the letter of the correct answer**

1. An instrument used to measure air pressure (4.4.4.2)  
A) Thermometer B) Hydrometer C) Hygrometer D) Barometer
2. The thoracic cavity consists of the following except for: (4.4.2.3)  
A) Lungs and Heart B) Ribs and Lungs C) Stomach D) Bronchus and Intercostal Muscles

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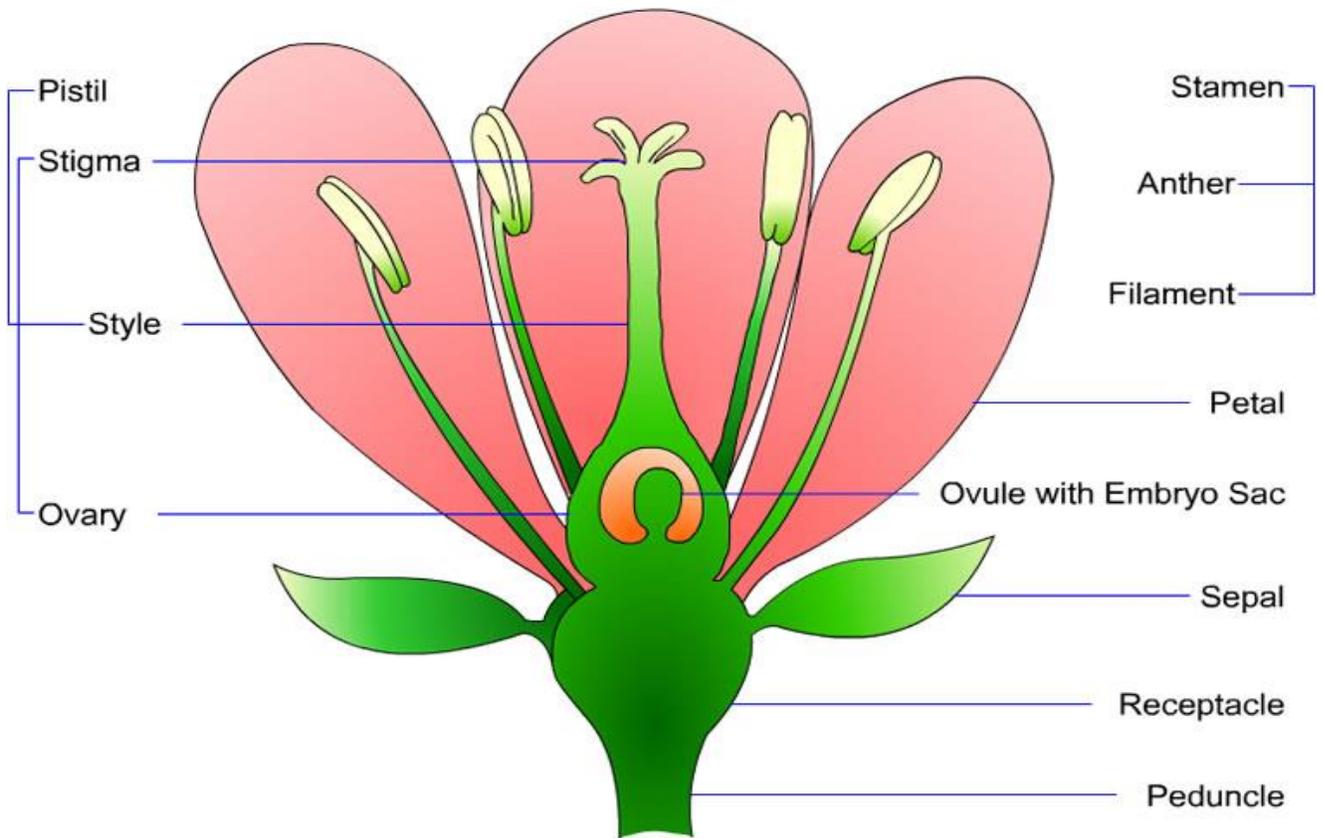
## SECTION D: SHORT ESSAY QUESTIONS

**DIRECTION: Answer all questions correctly with clarity of expression. In some cases the answer requires creating a diagram or completing a table.**

1. List in complete order the steps scientists (you) use to solve scientific problems. (4.4.1.7)
2. Compare and contrast the differences between evaporation and precipitation. (4.4.4.2)
3. Perform the following operation: What work is done when a force of 25N is applied to a box through a distance of 60 meters? (4.4.3.2)
4. Define the following terms: A) Photosynthesis B) Matter C) Science  
D) Cell E) Energy (4.4.2.1, 4.4.3.1, 4.4.2.1, 4.4.3.4)
5. Name the substance in a plant that gives it its green coloring (4.4.2.4)
6. Complete the table with appropriate answers (4.4.2.2)

DISEASE	CAUSATIVE AGENT	MODE OF TRANSMISSION
TUBERCULOSIS (TB)		
AIDS		
GONORRHEA		

7. List three (3) safety rules that could prevent fire disaster at your home, school or workplace. (4.4.2.2)
8. List the basic items that can be found in a first aid kit (box). (4.4.2.2)
9. Draw a labeled diagram of a typical flower. (4.4.2.4)
10. Distinguish between dicot and monocot plants. (4.4.2.4)



14. Distinguishing between Dicots and Monocots.

Dicots	Monocots
Usually four or five flower parts or multiples	Usually three flower parts or multiples of three
Usually a network of leaf veins	Usually a parallel array of leaf veins
Basically three pores of flowers in pollen grain	Basically no pore of flowers in pollen grain
Vascular bundles arranged as a ring in stem	Vascular bundles distributed in ground tissue of stem
In seeds, two cotyledons (part of the embryo)	In seed only one cotyledon

**SECTION A: TRUE OR FALSE QUESTIONS**

**DIRECTION: Circle the correct answer**

1.A hypothesis may be referred to as an educated guess. TRUE OR FALSE (4.4.1.1)

2.The principle of light propagation (transmission) states that light travels in a straight path.

TRUE OR FALSE (4.4.3.4)

3. The part of the human ear that collects sounds is called the pinna. TRUE OR FALSE (4.4.3.3)
4. The body of fresh water that flows into river is called a stream. TRUE OR FALSE (4.4.4.3)
5. In plants, one of the functions of the root is to transport water and minerals to the leaf. TRUE OR FALSE (4.4.3.4)

**SECTION B: MULTIPLE CHOICE QUESTIONS**

**DIRECTION: Circle the letter of the correct answer**

1. An instrument used to measure air pressure (4.4.4.2)  
A) Thermometer B) Hydrometer C) Hygrometer D) Barometer
2. The thoracic cavity consists of the following except for: (4.4.2.3)  
A) Lungs and Heart B) Ribs and Lungs C) Stomach D) Bronchus and Intercostal Muscles
3. The process by which a solid changes to a liquid \. (4.4.3.1)  
A) Boiling B) Freezing C) Melting D) none of these
4. A food substance that builds up the body and maintains tissue growth (12.3.2)  
A) Protein B) Fats and Oils C) Roughage D) Iodine
5. A chemical substance that helps maintain strong bones and teeth (12.3.2)  
A) Potassium B) Iron C) Calcium D) Phosphorus

**SECTION C: FILL IN THE BLANKS PROVIDED**

1. A lens that is thin in the middle is called a \_\_\_\_\_ lens. (4.4.3.4)
2. \_\_\_\_\_ is a major element of red blood cell formation. (12.3.2)
3. Animals that breastfeed their young are generally called \_\_\_\_\_. (4.4.2.5)
4. The closest planet to the sun is \_\_\_\_\_. (4.4.4.1)
5. The scientific study of plants is called \_\_\_\_\_. (4.4.2.4)

**SECTION D: SHORT ESSAY QUESTIONS**

**DIRECTION: Answer all questions correctly with clarity of expression. In some cases the answer requires creating a diagram or completing a table.**

1. List in complete order the steps scientists (you) use to solve scientific problems. (4.4.1.7)
2. Compare and contrast the differences between evaporation and precipitation. (4.4.4.2)

3. Perform the following operation: What work is done when a force of 25N is applied to a box through a distance of 60 meters? (4.4.3.2)
4. Define the following terms: A) Photosynthesis B) Matter C) Science  
D) Cell E) Energy (4.4.2.1, 4.4.3.1, 4.4.2.1, 4.4.3.4)
5. Name the substance in a plant that gives it its green coloring (4.4.2.4)
6. List the planets of the solar system in the order of their relative distance from the sun. (4.4.4.1)

**Draw and label a full diagram of the human digestive system**

## **APPENDIX IX. RTTI UNIFORM POLICIES AND PROCEDURES**

### **RTTI UNIFORM POLICIES AND PROCEDURES**

#### TEST COMPILATION- Comprehensive Examination

During the September 16-17,2009 TOT, particular stress was placed on a uniform process for collecting sample questions in preparation for writing the comprehensive exit exam. .As part of the oversight process for collecting test items, and monitoring the collection process, technical assistance was provided to the trainers in devising a schedule and a definitive process. ( 1.2.5).

- a). Trainers will work with trainees and encourage them to submit questions ( with answers) after each session.
- b). At the end of the week's sessions, each trainer ( or team) will submit the questions to the Head of the Department, who will keep a record of which trainers submitted questions from which component.
- c). The Heads of Departments will submit the questions to the Academic Dean.
- d). At an agreed time, the Heads of Departments and/or the Test Committee will meet to sort and/or rewrite the questions using a specific taxonomy ( i.e. Bloom's Taxonomy).
- e). These questions will constitute the test item pool.
- f). The MCID/LTTP office will aid in typing the test questions in anticipation of the December work session where the questions will be reviewed by all trainers and further refined.
- g). In March, 2010, work sessions will focus on the format/content and scoring of the comprehensive final exam.
- h.) Study Guides will be compiled for the trainees a month in advance of the administration of the written comprehensive ( Child Development, Pedagogy, Teaching Content components) exit examination.

**Corinne W. Anderson, Ed.D.Senior Technical Advisor, LTTP, Oct., 2009**

**APPENDIX X : 2010/2011 C-CERTIFICATE PROGRAM EVALUATION (KRTTI STUDENTS RESPONSES)**

# **LIBERIA TEACHER TRAINING PROGRAM**

Monrovia, Liberia

## **2010/2011 C-CERTIFICATE PROGRAM EVALUATION (KRTTI STUDENTS RESPONSES)**

August 4, 2011

*The followings are comments from students of the Kakata Rural Teacher Training Institute in appraising the C-Certificate program in which they enrolled for the period of nine months.*

### **Short Self-Explanatory Responses**

#### **What specific things did you like least about the program? Explain**

- Handout was not on time
- I dislike the manner the test or exam was given
- The specific things I did like least on this program is the teaching of subject per class, because every day is a new lesson taught without review
- I did not like the food services and medical facility. Why because medicine was not available for trainees
- What I like about the program is (sic) because it makes me to learn how to teach young learners, and no (sic) about the Professional Standards for Teacher in Liberia.
- What I do like about the program is the grading system because you cannot take a (sic) whereas, you do not know the point you are working for.
- The least I like about the program is the feeding system
- The least I like about the program, which I will considered is the feeding system was not regular
- I did not like the way they fed us.

**APPENDIX X. 2010/2011 C-CERTIFICATE PROGRAM EVALUATION (KRTTI STUDENTS RESPONSES) cont'd**

- What I really like at least about this program was that: 1. the handout was not given on time. 2. The study guide was not given on a short time.
- Note: three specific things I like least about this program is that, this program does not evaluate students based on what they understand about the various component.
- 1. The testing and evaluation mainly the final exam as a condition for graduation 2. The time attach to the test is limited and supervision of education level needs improvement
- What I like least about this program is the feeding system
- Ways of given (sic) information out to students are two things that I like least about the program.
- The specific things that I like did not like about the program is the care taking
- The specific things I do not like about this program is no enough time for the comprehensive Examination, so as result many students don't make it.
- The specific things I do not like about this program is no enough time for the comprehensive Examination as a result many students don't make it.
- The inclusion and uncompleted EGRA Early Grade Reading Assessment activities. Because we were not certificated, non (sic) given any materials to prove that we undergo this training.
- The inclusion of the Early Grade Reading Assessment (EGRA) which was not completed
- The specific things, I do not like about this program is no enough for the comprehensive Exam
- This program doesn't care for the health of students.
- Inform don't like the last mini (sic) of time in not (sic) letting trainees to have their parents or relatives inform about graduation program where in some our (sic) areas are not with network coverage
- 1. The late arrival of trainees' handout. Handouts should be given the soonest as possible 2. Gender biasness. Both women and men came to learn; if women are paid, men should. 3. Duration of program. I strongly believe that nine months are insufficient for this program.
- I never use to like the time that was given to us in during (sic) the class time, but I did it because I wanted to learn what I came for.
- What I like least about the program is that dropping of students after final Exam
- One thing that I did like least about the program more privileges given to female then the male.
- The feeding, water system, poor planning and preparation
- I dis-like about the preparation of food on this campus, length of the program, election process of student council
- What I do not like really about the program is that no stipend for male and biasness.
- What I don't like about this program is lack of improper planning and no good facilities.
- What I don't like about this program is trainees providing sanitary material for themselves
- The least thing I like about this program is all other point we have cannot be added to our points or score on the exit exam.

**APPENDIX X. 2010/2011 C-CERTIFICATE PROGRAM EVALUATION (KRTTI STUDENTS RESPONSES) cont'd**

- The specific thing I like least about the program is the food
- The feeding
- The things that I like least in (sic) improper planning, lack of facilities for trainees (bathroom)
- What I like least about the program is the manner in which the test was given and the way you people score test.
- One of the least things I did not like about the program is that, the cooks always insult us for our own food.
- I don't like the way in which some trainers in the program implement their lesson.
- What are (sic) like least about the program is their grading system.
- Gender bias: our female counterparts were given some compensations (sic) while we the males were left over.
- The duration of the teaching practicum
- What I do like least is that the test result can come late and not in order.
- The materials do came (sic) not on time, which is the handout, and existed (sic) questions. The Basic skill test.
- Sleeping condition, restroom careless, window are open all nights
- Limited time on graduation preparation
- The specific things I like least about the program is the computer program was not effective in the time.
- What I like about the program is how the papers had been corrected by carrying it to LTTP office
- Something that dislike (sic) about this program is the grading system
- The program was not effective and timely and educative
- Mathematics is the specific thing I like least about the program. Another thing is that, LTTP is very much Gender bias in their treatment on the campus.
- How the students/trainees are treated when it comes to food or sanitation.
- I like least about the program when it comes to bringing the instructional materials, it always come at (sic) a lesson on a specific subject have been taught.
- One specific thing I like least about the program is the way we take test. What I like least about the program is the discrimination between trainees, where females trainees were compensated while male was not.
- What I like least about the program is the dropping of people from the program for not getting one point t that will make them meet the require grade point.
- The distribution of the handout was not giving on time.
- I strongly disagree with thee continuous eating of one soup kind, and the use of one oil.
- The specific thing I like least about the program is the manner in which the exit test is administer. It is only done one time involving all components.

**APPENDIX X. 2010/2011 C-CERTIFICATE PROGRAM EVALUATION (KRTTI STUDENTS RESPONSES)**

- The study guide and handout did not come on time
- The cooking of one soup over and over 2. Also bathroom and toilet. Gender bias
- I really didn't like the way of scoring (sic) the final exam
- The thing I like least about the program is student sleeping place.
- The training makes me learn new skills.
- The program likes to drop people when they fall sick.
- The specific things did like least is that the time was too short
- 1. Lack of medication, 2. Lack of allowance to buy toiletries (sic), etc.
- The water facility on the campus is too poor. And some time the food is well prepare, there is no window curtains to students dormitories
- The program did not follow the student hand book that was given to us i.e. the five components were sub-divided into subjects.
- I dislike the ill treatment of men in this program.
- The most important thing I like about the program is the way things are being handle in a delay manner at the end of the programs.
- The specific thing I like ,least about this program is biasness, male are not catered to
- What I like least about this program is the ways some trainer address students on issue in the classroom.
- The specific thing I like least about this program the time duration of the final exam. Because of the time given for the test cause massive failures
- And no medical care on the entire campus.
- I did not really like the way we were fed
- What I did like least is the way in which some trainers or administrators address students.
- What specific things I like lease (sic) about our school material was not on time.
- About the late handout arrival. Trainers' salary (sic) not on time.
- The things I least like about the program is that, our trainer lift (sic) the classroom for a week because of their payment.
- The specific things that I did not like were, our trainers didn't rotate.
- The specific thing I do not like best (sic) about the program Is the timing of the final comprehensive exams. I believe the time given was limited.
- I did not like the manner in which the test result was delayed by the ministry
- The program didn't help you to increase your social interaction with friend.
- The least thing I like about this program specifically is the delay of handout and study guide.
- The specific things that I do like least about the program are: trainers not correcting trainees' exam papers at the institution and trainers not given the chance to evaluate trainee without LTPP representatives.

APPENDIXX. **2010/2011 C-CERTIFICATE PROGRAM EVALUATION (KRTTI STUDENTS RESPONSES) cont'd**

- I like the following least: 1. Test paper being corrected by trainee very trainers 2. The use of giving only the female compensation 3. practice involves a lot of times and without awarded grade.
- The test was sudden. I would prefer a period test at least three or four major test.
- The things i like in least about the program is that all students cannot graduate together.
- I like the least the easy (sic) exam because it make me worry so much.
- The specific things that I like last (sic) about the program was the essay test that we took .
- The specific things that I do like least about the program are: trainer not correcting trainees' exam paper at the institution and trainers not given the chance to evaluate trainees, without LTP representative(s).

**What specific things did you like most about the program? Explain**

- What I like about the program is (sic) because it makes me to learn how to teach young learners, and no (sic) about the Professional Standards for Teacher in Liberia.
- I what (sic)I like about this program is this is(sic) good. It helps people to be good.
- I like the policy of this program they stand by their policy, is all about policy making.
- Things that I like about this program are: 1. teaching methodology 2. Teaching aids or materials.
- I love the new methodology of teaching in Liberia
- I like the theory teaching of the program and learn out (sic) that was given to us.
- I like the theory teaching of the program and the handout that was given to us
- I like different way of teaching children which is the perceptual style and how makes (sic) a lesson plan
- I like all the things that are going on in the program. I thank (sic) all the staff for their good work they have done by giving more knowledge to teaching the upcoming children.
- I actually like the presentation. i.e. this program enabled me to be a changed man both in moral and social interaction within and out of the classroom environment
- I love about this program because (sic) I learned about how to take good care of children, and also to know the professional Ethics of Teachers in Liberia
- I like the component that I learn and they are: Child Development, Pedagogy, Teaching Content, Teaching Practice and Foundation they help me to teach effectively In my classroom.
- I like about the program because it makes me to learned new skills in the teaching field
- The thing that I like least about the program is through all the things or tensions I when through,(sic) God make me to be successful one.
- At most the program made me to understand the National Professional Standards for Teachers in Liberia.
- I like the teaching and testing of trainees on this program.
- The most things I like about the program is that, we have good place to sleep and food to eat.

**APPENDIX X. 2010/2011 C-CERTIFICATE PROGRAM EVALUATION (KRTTI STUDENTS RESPONSES) cont'd**

- What I like about the program is that it encourage one to focus and study their lesson and develop good skills of teaching
- The most thing that I like about the program is that it have good sleeping place and we always eat on time
- I like this program, because it is very intensive and educative
- The most thing that I like about the program is teaching skills I learned
- What I like about the program is how the papers had been corrected by carrying it to LTTP office
- What I like least about the program is the teaching skills that I acquire from this program
- One thing this program make you to interact with different people of different background.
- I like the help that Dr. Corrine can render to the female student
- The program is very much intensive and educative. It encourages students to learn.
- I like the electricity facility provided by the program facilitators and also the regular feeding.
- The intensive learning of this program is what I like. The learning process is fair there is no cheating.
- The least specific things I like about the program is the exit test it allow you to express yourself of what you know, learn or think.
- I like the program because the program is intensive, it regards (sic)hard study
- The program allows me to teach children on various levels.
- I like the trainers' presentation in the various components area of teaching.
- The training makes me learn new skills.
- What I like about this program is that I received my certificate
- The specific thing I like about the program is the program make me to gained knowledge in the field (sic) of teaching
- The specific thing I like about this program is that, you re-sit a test if you take the test and fail.
- The opportunity given to trainees to re-sit a test during the summative evaluation for exit exam.
- The most things I love is the grouping of students to share ideas.
- I like the National Professional Standards for Teacher in Liberia, which tells me about knowledge, teaching skills, etc.
- I actually like the training because it builds one skills in dealing with children of divert (sic) backgrounds. The lacks of incentive or soap Money to enable people get sanitary (sic) materials.
- I love how the lesson is thought (sic) in class.
- That thing I like most about the program improved my learning skills and nonect (sic) me as a teacher
- The specific thing I like (sic) about the program is group work.
- I receive my certificate and we were able to get on payroll.
- The specific things that are (sic) least like about the program is that the Trainers are always on time in class and trainees are fed

**APPENDIX X. 2010/2011 C-CERTIFICATE PROGRAM EVALUATION (KRTTI STUDENTS RESPONSES) cont'd**

- I like the way all test are given
- The program is very intensive and attaches more seriousness it is almost like a collage.
- It helps you to be professional teacher
- the least things about the program is giving trainee the second change (sic) in order to make a pass

**What changes will you recommend in the program?**

- Some changes that I will recommend in this program are: I will want LTTP and the ministry to have some new and qualified teacher to train the trainees.
- I will like to recommend unity, peace, and more care for students.
- I will recommend that the comprehensive examination be given in five (5) days, in order to avoid mass failures
- At time money should be given to male and female at the period.
- Having learned all strategy about how to teach as a professional teacher, I could recommend this program continue to change the educational system in Liberia.
- I will like program should give both men and woman money at the end of the month, not only women.
- The changes that I will recommend for the program is for LTTP to be giving stipend (sic) to the trainees at the end of every month.
- The time from nine months to one year with little stipend.
- I do hereby recommend that the issue of correcting test papers should directly be done by LTTP. Trainers correcting test a paper is not fair at all, people worked hard and are not awarded and many time favoritism is trainers' habit.
- The changes I recommend in the program is that they hand-out should be given (sic) soon.
- I advise that support shall not to be focus on the women along, but on both male and female. When this program continues in biasness, males will go away from the program.
- I recommend that the program should continue.
- I will recommend that trainers need to improved their teaching styles and carries out duties by coming in the field for observation.
- I recommend that changes of male students/trainees being denied of getting stipend / week end.
- LTTP should give the students/trainees monthly stipend (sic) next year.
- The change I will recommend is to improve the program by putting/ getting good trainers in the program.
- I will recommend that the test should begin by day instill (sic) all for one day and in addition there should be months add to improve the standard of learning.

**APPENDIX X. 2010/2011 C-CERTIFICATE PROGRAM EVALUATION (KRTTI STUDENTS RESPONSES)**

- The changes I will recommend in the program: 1. Summative evaluation in other (sic) to know the strengths and weaknesses of your trainees.
- I strongly recommend that trainees be given health care, good sleeping facility and toiletries, supplies every month. 2) let attenders (sic) fully meet the requirement before undergoing this training(QUALITY TEACHING).
- The changes I will recommend in the program is the trainer teach the rightful materials and give the essay exam for one week so that all the trainees can make the pass.
- The changes I will recommend in the program is that let they give stipend to everyone who come to the training program.
- I recommend that the head of this program include health center.
- The changes I will recommend in the program is about the grading system where in we were told about five component but it end to nine courses where we were not expecting so please change the system.
- I will like the next time this program be more than this time.
- I will like to recommend that rotational teaching should be done in all classrooms; Director should be monitored on campus materials.
- I will recommend that your monitor the program on daily basis 2. The electricity time should be added from 6:30-12:00Am.
- I recommend that the ministry of Education provide health center or medical care.
- I will recommend in the program that the study guide should be given during teaching practice on the field that will give the students more to study for the exam.
- I recommend that, this program employed trainers based on their competency and also improve on the feeding system, including compensation, equal right nor gender sentiment. Boys and girls should be treated equally.
- I will recommend the following during the program: 1. Intensive supervision by all parties 2. Create opportunities for graduate that will exercise strong commitment in the classroom for higher education.
- I strongly recommend that before assigning trainees for the teaching practice the selected schools should have trained teachers to serve as mentors.
- I will like for the founder of this program to always give test result on time to avoid stress on students.
- I suggest that those responsible for this program treat everyone equally; I means to say, do not give female compensation and leave out the male.
- I will recommend to you to please evaluate some of the trainers.
- The mattresses are very small and flat, so I please recommend that our brothers that are coming be issued new mattresses to ground as they were at home. And secondly the handout should be issued sooner before the program can in detail, and lastly the incoming trainees should be given a little thing to enable them wash their clothes over the week.

**APPENDIX X. 2010/2011 C-CERTIFICATE PROGRAM EVALUATION (KRTTI STUDENTS RESPONSES)**

- The change that I will recommend in this program is that LTTP should offer Master's Degree and B.Sc. Program to enable all Liberians Teachers to go higher.
- The program is good, but I want the staff to promote the health problem (sic) and also to give the study guide soon that will help our coming brothers and sisters to be successful men.
- The most important changes I may recommend in this program is that I do recommend that this program should avoid biasness.
- I will recommend that all trainees should be treated fairly.
- The only change will I recommend in the program is that let the new trainers be focused and try to understand the curriculum. And let the materials be on time for student. Effective communication on the right path must always be given.
- The changes that I may like to recommend are as follows: 1. Trainers should give information to students on time that are made for them. 2. The trainers should improve in their method or ways of presenting test or examination.
- The changes that I recommended in the program are: medical, food and water.
- The changes I will recommend in this program is that trainees/students should be competent enough to acquire quality education when he/she is leaving out of the vanguard.
- I would recommend that the administration be changed for the betterment of our society.
- I would recommend that the administration be changed.
- I recommend that this program should be improved to the level of "B" Certificate.
- This program should improve in the health area of students, etc.
- I recommend that gender equality be balance. That is there should be no biasness with respect to male and female.
- Trainee should be given opportunity to determine what to eat at times.
- I will ask the Program Manager to improve on the light and water on this campus.
- I recommend that the final exam be taken for a week, and staff should be change.
- The changes that I recommend in the program, is for there to provide water in various rooms on the campus. They should change some trainers.
- I will recommend in the program that there shall be equal treatment in the program.
- The changes I want to recommend are: 1. Let there be a timely distribution of handout. 2. Final exam should be given in one week time. 3. Let be improvement in feeding.
- I will recommend that trainees that fail exit exam match along with their friends and afterward they do their exam. Failures must not be transfer to different RTTI. The length of the program must increase. People that fail exit exam must not be drop from the program because they have all of the skills in them.
- Some changes I would recommend in the program are: 1. supplying of handout on a timely basis. 2. Provision of stipend for trainees 3. Provision of running water for trainees.

**APPENDIXX. 2010/2011 C-CERTIFICATE PROGRAM EVALUATION (KRTTI STUDENTS RESPONSES)cont'd**

- I will like to recommend to the program that, Trainers that are alcoholic be suspended. 2) That handout be delivered to students on time.
- The changes I will like to recommend in the program is to improve in giving handout soon and the grading system changes so that everyone to be successful.
- I recommend that this program should improve in time.

- I will recommend in the program that the grading system will be change.
- The change that I will recommend is that I would strongly like LTTP to employ Master's Degree holder than BSc. Holder in this program.
- Let the men and women be treated on the same rate.
- What I recommend in this program is for the exit test to be given for one week so as to enable trainees make a successful pass.
- I recommend that the Basic Skills Test and Comprehensive exams be administered before teaching practices that the field experience.
- I will recommend that the exit exam result should be out as once.
- I would recommend that trainers at the KRTTI be rotational.
- I will like to recommend that the trainers should explain the pedagogy and child Development well.
- I will like to recommend that, the teaching practice(s) should be extended to the end of the semester.
- I recommend that before planning a program, you should properly plan. And also want you people to please help students by giving essay test in one week this around.
- The comprehensive exam should be done in three days.
- I recommend that you people please plan all of your things on time and also please let your cooks improve on preparing students meal.
- I recommend that the study guide come two months before the comprehensive test.
- I will like the program to bring a little compensation.
- I recommend that information of test result should be given on time in the program.
- I would like to recommend that the program include more qualified trainers. They should also provide more support to the program to enhance technology system.
- I would like to recommend in the program that the handouts come on tome. Good preparation of the food, and to encourage more female, make in the program.
- The changes I will recommend in the program is that students should be told on how they are going to be graded from the starting of the program and it should be done.
- I would like to recommend gender equality
- I will like to recommend that the teaching practicum be extended to the end of the academic year.
- I will recommend (sic) that the comprehensive test be given two component be given a day.

**APPENDIXX. 2010/2011 C-CERTIFICATE PROGRAM EVALUATION (KRTTI STUDENTS RESPONSES)cont'd**

- I will like for the Ministry to bring every question we write in the exit test.
- I will recommend that the subject should not stand alone, let each subject be found under a component instead of subject. And that test should be given for one week, instead of one day.
- I recommend that the program should implement their duties in carry out decisions and the care (sic) taken of a trainee.
- I recommend that the administration to proper planning. I observe too much of inconsistent (sic) in this program.
- I recommend that most females be encouraged in the program, LTTP pay more attention on the food preparation.
- Trainees with skills shall not fail exit exam. Those that fail exit exam shall not be sent to other RTTI.

- The changes are that please give the study guide soon, please give it one to the teaching practice.
- I would like to recommend that there should be changes made in the grading of the exit exam. All successful students that enter the training program should remain until the completion of the nine months study.
- I recommend that this program be established in each school in Liberia to improve the educational system in Liberia.
- I recommend that everyone be compensated in the program rather than females alone.
- I recommend that the allowance given to the women only be distributed to everyone not only women but also the men.
- Where I will like to recommend in this program is the preparation of food was not going down well with me.
- Time spend on this is too long, for only "C" Certificate therefore I will recommend the 9 months for AA or B Certificate.
- I will like for our leader to make sure for the KRTTI to get a graduation ground.
- I will recommend that MoE/LTTP recruit people with BSc. in Education only because of advance knowledge in the Teaching techniques.
- Let there be improvement in the kind of food being send here. Sometimes the rice are rotten. 2. Let sanitation be taken care to prevent multiple illnesses of trainees.
- Let at least four trainers be assigned to a class.
- I will recommend that LTP help older people who have left the classroom for long time.
- I will recommend that the answers of the study guide be properly check and also some questions were answered without going in line with the questions.
- I recommend that all trainees be it male or female be on the same scale.
- People, who do not specialized in education with BSc. Should not be allowed to teach.
- I am pleased to recommend changing of trainers in classes and also soup kinds.

APPENDIX X. **2010/2011 C-CERTIFICATE PROGRAM EVALUATION (KRTTI STUDENTS RESPONSES)**

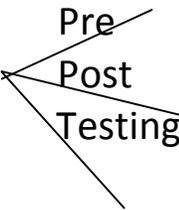
- I recommend that everyone be compensated in the program rather than females alone. I also recommend that all the grades stipulated in the handbook be used for the program, rather than the exit test only. In addition, I recommend that the program provide study guides months prior to the exit test
- I recommend that there should be some level of consideration after spending nine (9) months and fail.
- I would recommend that the exit test be done in a way that the each component will carry a day which will cover five (5) days.
- Let trainers be allowed to do rotational teaching.
- The changes is that we teacher have to take control of our Ethic and keep with our behavior as teacher not spoil the name of the Ministry of Education. I will recommend that we graduate in.
- An improvement in the food and water facilities and to put an end to gender bias.
- I will like to recommend that women and men should be highly respected with on (sic) (KRTTI) campus why undergoing the training.
- What I will like to recommend in this program is that all trainees should be given right and I will like for people of Liberia who have hand to help more female in Liberia.

- I will recommend that in the Pre-Service Program the exit exam should not be graded by subject, but by components.
- I will recommend the way in which this program conduct their grading, it does not go well with me in this whole program.

**Specific Component Area Appraisal/Teaching Method**

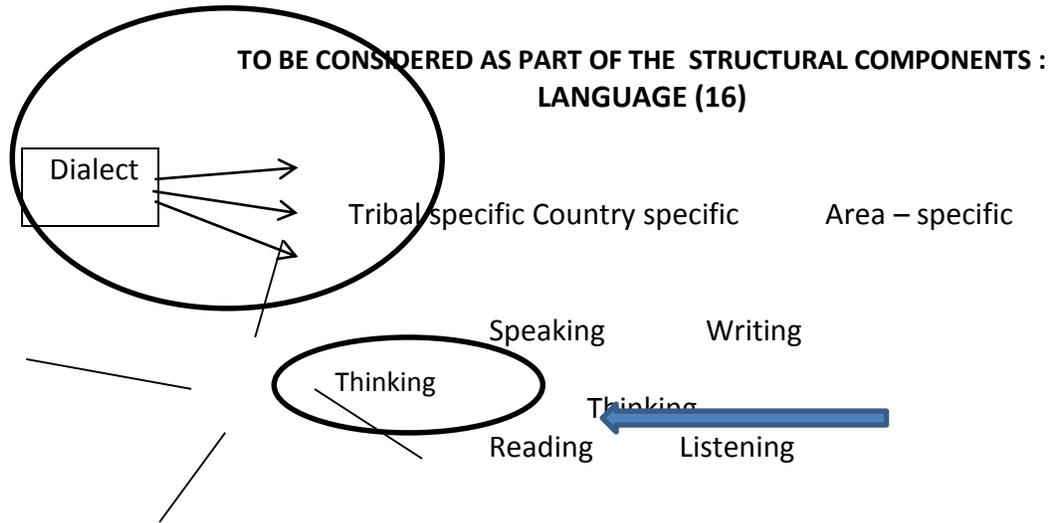
-  **Provision of Books in the library**
-  **Changes in the Administration**
-  **Early Grade Reading & Assessment**
-  **Fair Treatment for both males and Females**
-  **Water Supply and Food**
-  **Utility Vehicles and Other logistics**
-  **Specialization in Content Areas**
-  **Women Empowerment**
-  **Salaries and Allowances for Trainers**
-  **Electricity and Communication**
- 

**APPENDIX XI. DRAFT: Development of Framework for Integrating Reading in the Content Area**

<p><b>I. INTRODUCTION</b> Topic/Skills 1. Objective (s)</p>	
<p>Vocabulary Assessment</p>	
<p><b>ii. COMPREHENSION</b> Practice/Activity</p> <p>A. Guided Practice B. Independent Practice Assessment C. Read Aloud D. Manipulative/Materials E. Homework</p> <p><b>iii. REFLECTION</b></p> <p>A. Before reading B. During reading C. After Reading</p> <p><b>iv. CLOSURE (SUMMARY)</b></p> <p>A. Assessment</p> <p>1. Formative 2. Summative</p>	
<p><b>Evaluation –</b></p> <p>The sum of all collected assessment data</p> <p>1. End of term evaluations (Period, Semester, Year)</p> <p>2012 c.w.a./LTTP/USAID</p>	

APPENDIX XI. DRAFT: Development of Framework for Integrating Reading in the Content Areas

**DEVELOPMENT OF FRAMEWORK TO INTEGRATE READING IN THE CONTENT**



**Communication Wheel**

**Constraints of teaching Reading in Liberia, Grade 4-5**

1. Lack of funds to buy standardized kits, available technological aids, etc.

**HIGHLIGHTS**

1. Test Prep.
2. Increasing opportunities to talk
3. Writing in the content areas
4. Think, Write, Share techniques already embedded
5. Map reading is being taught in the content areas

**Words Problems**

(Story)

Four steps to solving problems

- Adapted original: George Poyla (1945)
1. Understand the problem (read)
  2. Devise a plan
    - Collect the data, facts, unknowns
    - Draw a diagram, analyze
  3. Carry out the plan (solve)
  4. Check your answer :Look back; does the answer make sense?

2012 c.w.a./LTP/USAID

**Frame**

A basic conceptual structural (as of ideas)

A skeletal openwork, or structural frame

Something composed of parts fitted together and united

**The alphabet book in math.**

E.g. A is for addition

T is for Transformation, etc.

- Remembering the importance of personal corrections.
- Designing effective vocabulary Instruction
- Teaching specific strategies for words learning
- Writing process is a powerful vehicle for vocabulary development
- Helping diverse struggling readers through reflective teaching and coaching
- Knowing that new programs feed your mind

Teaching literacy in context:

- Choosing and using instructional strategies
- The reading teacher...

Meaningful practice:

Test preparation in third-grade classroom

- Point of critique for the test is defined
- Emphasis on basic skills
- The focus on outcome and evaluation
- Present the test as a game that all students could easily win

1. Phonemic awareness

- The sound of speech

2. Phonics

3. Fluency

4. Vocabulary

5. Comprehension

Draft: 2012 c.w.a./LTPP/USAID

**MATHEMATICS**

- Integrating writing plus Math
- Call for little or no revision but helps make the connection between math concept.
- Choosing and using instructional strategies
- S Q R Q C Q

**SOCIAL STUDIES**

Use High 5 strategies in teaching comprehension  
The Reading Teacher , vol. 64 #3

- Learning across the curriculum
- Reading across the content area : decodes & links history & technology
- Note taking
- Suggest brainstorming session
- Pick from idea gathered
- Plan story outlined
- Compose white story using outline
- Teaching literacy in context
- Choosing and using instructional strategies
- High five strategies in teaching comprehension

**SCIENCE**

Expository reading



Use graphic organizers

- Comprehend analyze
- Identifying main ideas, major ideas, supporting details
- Fluency domain specific language of science
- Teaching literacy in context
- Choosing and using instructional strategies

Draft: 2012 c.w.a./LTTP/USAID

APPENDIX XI. DRAFT : Development of Framework for Integrating Reading in the Content Areas (cont'd)

Reading  
**Test preparation**

**Prints of critique**

- Emphasis on basic skills
- Student reading ability
- Content knowledge
- Teaching young readers imagery in story telling
- Letter to the editor forum: it is simply; read more, write more, teach vocabulary
- Writing is visible thought
- Writing connects the dots
- Read aloud provide students a goal oral fluency model and establish a pleasurable connection with books
- New programs feed your mind
- Revisiting letter
- Sound relationship
- Building reading skills and strategies

Draft: 2012 c.w.a./LTPP/USAID